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ABSTRACT

This 18th annual report to the United States Congress on federally funded education programs provides information on 117 programs, covering their activities as of September 30, 1988. Program descriptions are grouped under the appropriate administering office: Office of Elementary and Secondary Education, Office of Bilingual Education and Minority Languages Affairs, Office of Special Education and Rehabilitative Services, Office of Vocational and Adult Education, Office of Postsecondary Education, and Office of Educational Research and Improvement. An appendix lists evaluation contracts active in the Office of Planning, Budget and Evaluation during fiscal year 1988. For each program, some or all of the following types of information are included: program profile (legislative authority, purpose, funding history); fiscal year 1988 program information and analysis (population targeting, services, program administration, outcomes, improvement strategies); sources of information; planned studies; and contacts for further information. (JDD)

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ANNUAL EVALUATION REPORT

Fiscal Year 1968

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U.S. DEPARTMENT OF EDUCATION - Office of Planning, Budget and Evaluation
Lynn F. Cavazos, Secretary of Education

ANNUAL EVALUATION REPORT

FISCAL YEAR 1988

Lauro F. Cavazos, Secretary
U.S. DEPARTMENT OF EDUCATION

Office of Planning, Budget and Evaluation

FOREWORD

This is the 18th annual report to the Congress on federally funded education programs and the 9th such report submitted by the Department of Education. The Annual Evaluation Report responds to the Congressional mandate in Section 417(a) and (b) of the General Education Provisions Act, as amended. This year, there is information on 117 programs administered by the Department during fiscal year 1988. The information in this report covers program activities as of September 30, 1988.

The format was again changed this year to make the report more readable and useful. We dropped last year's separate section on "Departmental Initiatives" and included initiatives related to evaluation findings and recommendations under "FY 1988 Program Information and Analysis." The latter section now contains available information on management reforms and changes in priorities. Finally, the "Highlights" summary beginning on page iii is expanded to present recent evaluation findings, particularly on Chapter 1 and student financial aid programs.

I welcome your suggestions on making the Annual Evaluation Report more useful in your work.

Charles E.M. Kolb
Deputy Under Secretary for
Planning, Budget and Evaluation

ACKNOWLEDGMENTS

Again in fiscal year 1988, the Planning and Evaluation Service (PES) in the Office of Planning, Budget and Evaluation continued the effort to improve the technical and editorial quality of the Annual Evaluation Report. Division Directors Valena Plisko, Ricky Takai, and Maureen McLaughlin reviewed all chapters on appropriate programs. Edward Glassman was again responsible for managing report preparation, with support from Sandra Richardson and Yolanda Marshall. All analysts and all secretaries in PES contributed through writing, revising, and typing report chapters. Each program office helped with comments on draft chapters about its own programs. As in past years, the Budget Service in the Office of Planning, Budget and Evaluation, the Office of the Under Secretary, and the Office of General Counsel made valuable corrections in draft materials for the entire report. The Public Affairs Service in the Office of Planning, Budget and Evaluation prepared the index to the report.

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HIGHLIGHTS OF FY 1988 EVALUATION FINDINGS

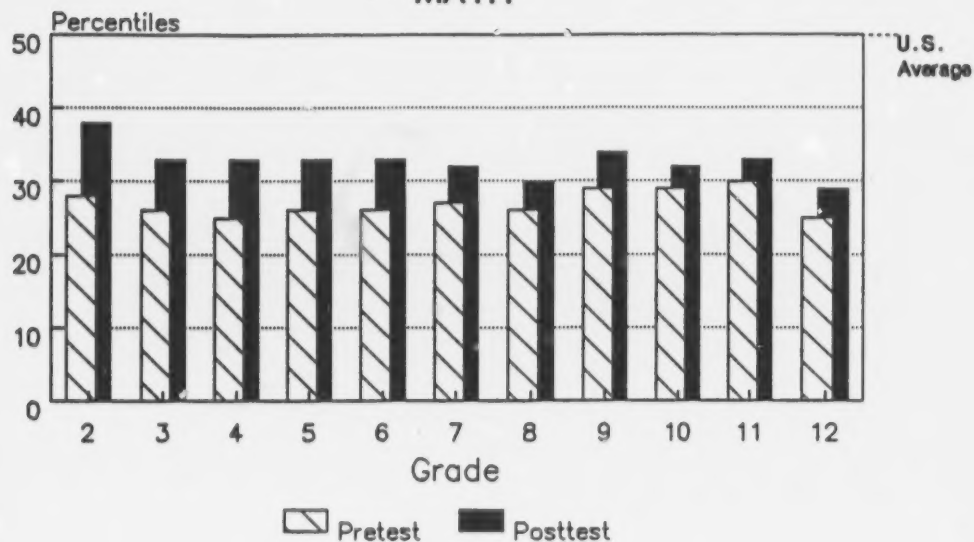
Major studies completed in FY 1988 had important findings for several Department of Education programs. Those findings are summarized below and detailed in the appropriate program chapters of this report.

Chapter 1 Local Education Agency Program (Chapter 101)

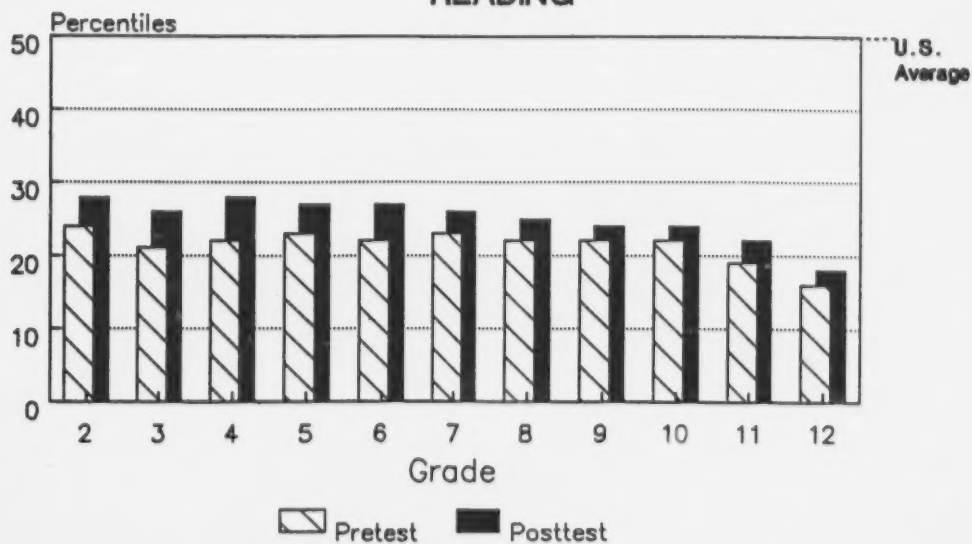
- o Standardized test scores show that Chapter 1 students, on average, are quite disadvantaged: mean pretest scores across grade levels ranged from the 16th to 24th percentile in reading and from the 25th to 30th percentile in mathematics in school year 1986-87 (see chart, page 1v).
- o Data reported in 1986-87 from annual testing cycles show modest gains from pre- to posttests. Gains were generally higher in the early grades and higher in math than in reading (see chart, page 1v).
- o Approximately 76 percent of Chapter 1 children received instruction in 1986-87 in reading, 47 percent in mathematics, and 20 percent in language arts. Overall, more than 4.7 million students were served.
- o More than 90 percent of all school districts receive Chapter 1 funds; three-fourths of all elementary schools and one-third of all secondary schools provide Chapter 1 services.
- o The needs of poor students increase as the concentration of poverty in the school increases.
 - Poor children in high-poverty schools (those with poverty rates above 24 percent) are twice as likely to score in the lowest achievement quartile as poor children in low-poverty schools.
 - Chapter 1 schools with high poverty levels are more likely to have poor discipline and low parental involvement than Chapter 1 schools with low poverty levels.
 - When a school has a high concentration of poor children, achievement is likely to be relatively low by national standards for all students, not just the poor.
- o Although Chapter 1 aid is provided in small classes, participation in Chapter 1 adds only 10 more minutes to the instructional day for disadvantaged students. Moreover, this slight gain can come at the expense of instruction in other subjects.
- o It appears that Chapter 1 participants are properly selected and that the neediest children are served within districts and schools. Because Chapter 1 funds are distributed to 90 percent of all school districts, however, many districts with low poverty rates receive Chapter 1 funds. Within these districts, schools with the highest concentration of low-income children may have low poverty rates relative to the nation.

Change in Achievement for Chapter 1 Students Over a 12-Month Test Interval, School Year 1986-87

MATH



READING



Source: Chapter 1 State Performance Reports for School Year 1986-87.

Chapter 1 Migrant Education Program (from State performance reports and the Migrant Student Record Transfer Systems/MSRTS) (Chapter 102)

- o About 540,000 children were recorded in MSRTS as eligible in FY 1988 for migrant education program services.
- o Data for the 1985-86 school year indicate that 44 percent of the currently migratory children who were recorded in MSRTS and 47 percent of the formerly migratory children who were recorded in MSRTS received migrant education program services. However, some students who are not recorded in the MSRTS also are receiving services.
- o In 1985-86, about 53 percent of program participants were formerly migratory, about 29 percent were currently migratory across States, and almost 18 percent were currently migratory within a single State.
- o Standardized test scores show that participants in the migrant program are highly disadvantaged: mean pretest scores ranged from the 12th to the 31st percentile in reading and from the 18th to the 42nd percentile in math.
- o Studies suggest that some migratory children who need services most are still not being reached. These studies also suggest that program administrators at the Federal, State, and local levels are at least partially responsible for failing to identify and serve the most needy.
- o In 1985-86, about 41 percent of participants in regular term programs received reading assistance; about 28 percent received remedial help in math; about 14 percent received help in English for students with limited English-speaking ability; and about 4 percent received vocational education services.
- o Migrant programs that operate in the summer take on responsibilities much like those of school districts during the regular year, often providing transportation and attendance services.

Impact Aid: Maintenance and Operations (Chapter 108)

- o Districts low in property wealth (those in the lowest property-wealth quartile) receive nearly half of the funds, but districts in the highest property-wealth quartile still receive a significant share (17 percent).
- o Districts in the highest quartile for per pupil expenditures receive a higher share of Impact Aid funds relative to other quartiles. However, the available data do not identify where the district revenue comes from or whether high expenditures are based on impact aid funds themselves.

Indian Education: Subpart 1 (Chapter 111)

- o Indian students attending reservation schools score at about the national norm on the Raven Progressive Matrices Test, which is a nonverbal aptitude test. This finding suggests that the low achievement scores of American Indian children are not explained by low academic aptitude.

- o American Indian children do perform substantially below national norms on the Stanford Achievement Test, with scores ranging from the 15th to the 35th percentile. Scores for vocabulary, reading, and math drop sharply relative to national norms from the first to the second grade.
- o Test scores are positively correlated with parental use of English in the home, amount of reading by students, and parental expectations about their child's progress in school.
- o Test scores are negatively correlated with community use of Indian language, percentage of students speaking the Indian language, and use of Indian language outside the classroom by principals, teachers, and students.
- o A Bureau of Indian Affairs (BIA) study confirms the Department of Education's findings. In grades 1 through 12 at BIA-operated and contract schools, students score well below national mean scores in reading, language, and math. Average test scores drop with each higher grade.

Drug-Free Schools and Communities (Chapter 114)

- o A review of the research shows that comprehensive drug prevention programs hold the most promise for preventing drug abuse by young people. These programs involve coordinated efforts among schools, parents, youth, and the community.

Bilingual Education Programs--Part A (Chapter 201)

- o Special instructional services exist in 97 percent of all school districts that have students with limited English proficiency in grades K through 6. About 94 percent of those students receive services.
- o About 12 percent of teachers believe that additional language-minority children needed special instructional services.
- o Funding for special services is supported with both Federal and State monies; 75 percent of districts use Federal funds and 62 percent use State funds.
- o As regards Federal funds, 64 percent of districts use Chapter 1, 21 percent use bilingual education/Title VII, 19 percent use Indian education, and 17 percent use migrant education program funds.
- o Students with Spanish-speaking backgrounds are less likely to receive instruction in English language arts, and more likely to receive instruction in native language arts, than students with other language backgrounds.
- o Generally, students who receive instruction using the native language at the start of the year receive such instruction throughout the year. However, use of the native language declines by year's end.

- o There is less use of the native language to instruct third-graders than first-graders.
- o Students who are taught with heavy reliance on native language generally have the lowest scores on oral proficiency tests in English, and vice versa.
- o Student classification may depend on the test used, and the cutoff level selected.
- o The ongoing longitudinal study of immersion, early-exit, and late-exit transitional bilingual programs reports the following:
 - Teachers using the immersion approach use English almost exclusively, whereas teachers in late-exit transition programs use English 20 percent of the time in first grade and 67 percent in fifth grade.
 - In all three types of programs, teachers generally ask students for simple recall of information. Such instructional strategies, albeit supportive of students, create a passive environment for language learning.
 - In all three types of programs, students work on assigned tasks more than 80 percent of time given for task completion. Task engagement has been shown by other research to be consistently associated with higher achievement.
 - In all three types of programs, teachers had adequate English language skills to teach effectively in English.

Handicapped Grants to States Program (Chapter 302)

- o Overall, between 1981 and 1988, the total number of children served by the Handicapped Grants to States Program has remained roughly constant, but the percentages of children served by type of disability have changed.
- o During the 1981-87 period, the number of children with learning disabilities who were served increased by one-third. In 1987-88, the number of children with learning disabilities constituted almost half the population served under this program.
- o At the same time, the number of speech-impaired and mentally retarded children who were served under this program substantially decreased.

DISTRIBUTION OF CHILDREN AGES 6 TO 21 SERVED UNDER HANDICAPPED
STATE GRANT PROGRAM, BY HANDICAPPING CONDITION,
ACADEMIC YEARS 1980-81 TO 1987-88

	Academic Year		Change 1981 - 1988	
	1980-81	1987-88	Number	Percentage
Learning disabled	1,439,826	1,918,093	+478,267	+33%
Speech impaired	1,166,706	947,088	-219,618	-19
Mentally retarded	738,509	539,827	-198,682	-27
Emotionally disturbed	312,632	336,994	+ 24,362	+ 8
Multihandicapped	59,544	41,089	- 3,514	- 6
Orthopedically handicapped	48,315	41,089	- 7,226	-15
Hearing impaired	55,681	40,333	- 15,348	-28
Other health impaired	94,536	43,092	- 51,444	-54
Visually handicapped	23,670	16,929	- 6,741	-28
Deaf-blind	1,949	776	- 1,173	-60
TOTAL	3,941,368	3,947,279	+ 5,911	*(1)

* Less than 1 percent.

- o In the 1987-88 school year, the Preschool Grants Program (Chapter 303) provided services to about 288,500 disabled children, ages 3 to 5. This figure represents an increase of 14 percent over the preceding year.
- o An evaluation of Innovative Programs for Severely Handicapped Children (Chapter 307) identified characteristics favoring continuation of program services by the grantee after the end of the Federal funding. Some of these characteristics were as follows:
 - The agency perceived the need for the new practice well before the grant proposal was developed.
 - The cost of the proposed practice was considered low (within the resources of the incorporating agency).
 - The practice had the support of key personnel (administrative and project staff) in the incorporating agency.
 - The practice generated tangible benefits.
 - There were joint agreements between participating agencies and plans for incorporation of the new practice before the grant proposal was submitted.

Education of the Handicapped Act--Special Studies (Chapter 313)

- o In North Carolina, a State agency evaluation program compared a new two-tier prereferral process for behaviorally and emotionally handicapped students with an earlier system. Under the old system, any referral resulted in a full special education assessment, so no action was taken to help the child for some time. The new system provided assistance to the classroom teacher before a full assessment was made and reduced the number of final placements in special education.
- o In Connecticut, the State agency evaluation program gathered information on the identification and placement of emotionally disturbed students. The major reason for placement decisions, as reported by educators, was that the students created serious disciplinary problems in the school.

Vocational Education--Basic Grants to States (from the National Assessment of Vocational Education) (Chapter 401)

- o About 92 percent of the high school class of 1982 enrolled in at least one high school vocational education course.
- o Half of all students took four or more vocational education courses.
- o Vocational enrollments accounted for 20 percent of total course work for the class of 1982.
- o The major subject areas were business, trade and industry, and consumer and homemaking education.
- o Nationally, 42 percent of fiscal year 1986 funds under the Basic Grants program were allocated to postsecondary education (defined as education beyond grade 12).
- o The proportion of Federal funds allocated to postsecondary education varied among States from 8 to 100 percent.
- o For all set-aside categories, the proportion of Federal funds was significantly higher among States in the Central and Western regions.

Student Financial Aid

- o Pell Grants and Stafford Student Loans are the two largest Federal student aid programs. The characteristics of their recipients are quite different:
 - Only undergraduates are eligible for Pell Grants, but Stafford Student Loans are available to both undergraduates and graduate students.

--Pell Grants are much more heavily targeted toward low-income dependent students than Stafford Loans (see chart, page x1).

--A larger share of Pell Grants is provided to independent undergraduates than Stafford Loans.

- o Both programs provide substantial aid to students attending proprietary schools--generally, vocational/technical institutions.

--In 1986-87, 24 percent of Pell Grant recipients attended proprietary institutions, up from 15 percent in 1982-83.

--In 1986-87, 26 percent of Stafford Loan recipients attended proprietary institutions. (Comparable data are not available for earlier years.)

Stafford Student Loan Defaults

- o Cumulative student loan defaults have increased from almost \$2 billion in fiscal year 1982 to an estimated \$8.6 billion in 1988, as this table shows:

<u>Fiscal Year</u>	<u>Cumulative Defaults</u>
1982	\$1,982,249,000
1983	2,513,442,000
1984	3,226,186,000
1985	4,258,438,000
1986	5,617,543,000
1987	6,995,130,000
1988 (est.)	8,576,000,000

- o Student loan defaults vary by type and control of institution attended. Default rates during the first two years after leaving school for borrowers entering repayment in fiscal year 1985 are as follows:

<u>Type and Control</u>	<u>Default Rate</u>
Proprietary	35%
Public two-year	21
Private two-year	17
Public four-year	9
Private four-year	8

- o For the same cohort, some 2,190 schools--more than 30 percent of the 7,295 institutions participating in the Stafford Loan program--had default rates above 20 percent. These schools accounted for about 57 percent of the total default dollars. Over 530 postsecondary institutions had default rates above 50 percent.

DISTRIBUTION OF PELL GRANTS AND STAFFORD LOANS TO UNDERGRADUATES, AWARD YEAR 1986-87

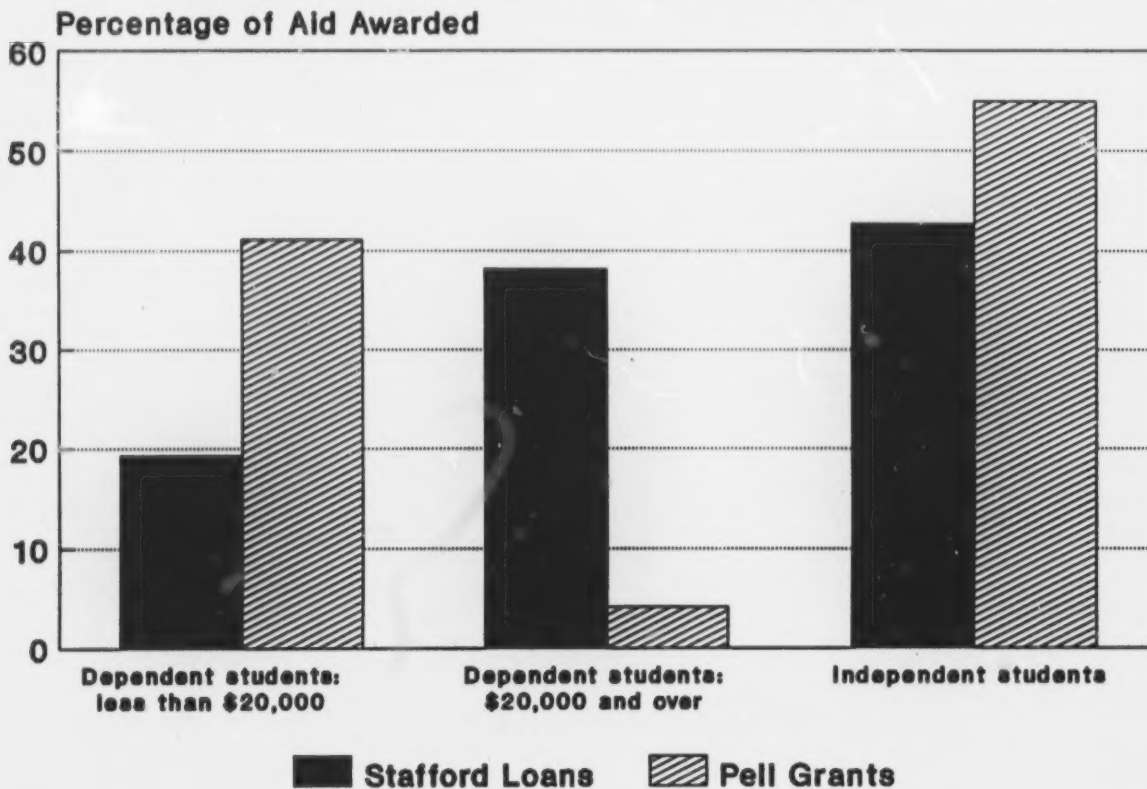


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OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

EDUCATION OF DISADVANTAGED CHILDREN (CHAPTER 1, ECIA)
 FORMULA GRANTS TO LOCAL EDUCATION AGENCIES
 (CFDA No. 84.010)

I. PROGRAM PROFILE

Legislation: The Education Consolidation and Improvement Act of 1981 (ECIA), Chapter 1, P.L. 97-35, as amended (20 U.S.C. 3801-3808, 3871-3876) (repealed effective July 1, 1988). It has been replaced by Chapter 1 of Title I, of the Elementary and Secondary Education Act of 1965, enacted as part of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (expires September 30, 1993). During the school year 1988-89, the provisions of either act may be used to operate programs.

Purpose: Chapter 1 provides financial assistance to local education agencies (LEAs) to meet the special needs of educationally deprived children who live in areas with high concentrations of children from low-income families. P.L. 100-297 seeks to further improve the educational opportunities of educationally deprived children by helping them succeed in their regular school program, attain grade-level proficiency, and improve achievement in basic and more advanced skills.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$1,015,153,000	1983	\$2,727,568,000
1970	1,219,166,000	1984	3,003,680,000
1975	1,588,200,000	1985	3,200,000,000
1980	2,731,682,000	1986	3,062,400,000
1981	2,611,387,000	1987	3,453,500,000
1982	2,562,753,000	1988	3,829,600,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In school year 1986-87, Chapter 1 served more than 4.5 million children. Nearly 3 percent of those children were enrolled in private schools. Chapter 1 participation is concentrated in the elementary grades, although prekindergarten and kindergarten participation levels have increased more than other levels when compared with 1985-86. In terms of ethnic classification, 45 percent of participants are white, 29 percent are black, 22 percent are Hispanic, and the remaining 4 percent are American Indian, Alaskan native, or Asian/Pacific Islander (III.1).

The U.S. General Accounting Office (GAO) in a January 1987 report examined the extent to which Chapter 1 reading participants were properly selected (III.2). GAO reviewed records of 8,218 students in grades 2 and 4 in 58 schools, 17 school districts, and eight States. The GAO study concluded that the Chapter 1 programs were conducted in schools that had the highest concentrations of low-income children within the district. The neediest of the educationally deprived students in those schools were selected for services.

The National Assessment of Chapter 1, in its final report, The Current Operation of the Chapter 1 Program (III.3), noted these findings:

- o More than 90 percent of all school districts receive Chapter 1 funds; three-quarters of all elementary schools and one-third of all secondary schools provide Chapter 1 services.
- o Districts generally select schools with high percentages of poor students; schools select students on the basis of low achievement.
- o About 90 percent of elementary schools with high poverty rates (50 percent or higher) receive Chapter 1 services; almost all of the schools that do not are located in districts where poverty rates are above the national midpoint.
- o About 75 percent of all Chapter 1 students are enrolled in districts and schools with poverty rates above the national midpoint.

Services

Almost three-quarters of all Chapter 1 participants received reading instruction, and just under one-half received mathematics instruction. Only 15 percent received other language arts or other instructional services. The other service areas that grew in school year 1985-86 included attendance/social work/guidance and health and nutrition (III.1).

Key findings about programs services from the final volume of the National Assessment of Chapter 1 (III.3) are as follows:

- o Chapter 1 is primarily an elementary school program offering instruction in reading and mathematics.
- o Chapter 1 generally increases services by increasing staff assigned to students, not by significantly increasing total instructional time.
- o Services are typically provided outside the regular classroom for about 30 to 35 minutes daily. When time lost from the regular classroom is taken into account, Chapter 1 contributes only an additional 10 to 15 minutes to overall instructional time.
- o Most Chapter 1 programs provide small-group instruction; about three-quarters of all Chapter 1 teachers instruct groups of eight students or fewer.
- o Most Chapter 1 instruction is provided by teachers working alone or assisted by an aide; these teachers' educational level and years of experience are similar to those of non-Chapter 1 teachers.

- o Two characteristics of effective schools--a safe, orderly climate and parental involvement--occur less often in Chapter 1 schools with high poverty rates than in Chapter 1 schools with low poverty rates. For example, in high-poverty schools, principals reported student behavior in areas such as truancy, vandalism or theft, and fighting to be a problem one-and-one-half to two times as often as did principals in low-poverty schools.
- o Since the Supreme Court's decision in Aguilar v. Felton in 1985, the number of private school students served with Chapter 1 funds has declined, from 184,500 in school year 1984-85 to 128,000 in school year 1985-86.

The GAO in an August 1987 report also reviewed the impact of the Aguilar v. Felton decision on 15 school districts that varied in size and geographic setting, and on the number of students attending private, sectarian schools (III.4). The GAO review indicated that districts across the country generally settled on one or more of several common service delivery methods--public schools, neutral sites (stores, houses, libraries, etc.), mobile vans, portable classrooms, and computers. Implementing new service delivery methods was costly. The number of private, sectarian students served in the 15 districts dropped from 28,880 to 15,145 between the school years 1984-85 and 1985-86, but rose to 21,566 in school year 1986-87.

A recent evaluation of the Chapter 1 Technical Assistance Centers (TACs) by Policy Studies Associates found them to be doing an effective job. Among various findings were the following:

- o TACs helped familiarize LEAs with research findings on effective schools and classrooms.
- o TAC assistance has promoted greater coordination between Chapter 1 and regular instruction.
- o TAC staff act as a reference service for virtually all their State and local clients.
- o TACs are effective because they have gained the confidence of SEAs and LEAs by developing close working relationships.

Program Administration

Program reauthorization was a major focus of activity in FY 1988. Following passage of P.L. 100-297, the Department sponsored a series of five regional meetings attended by more than 700 representatives of educational organizations, including school board members, administrators, parents, and teachers. The purpose of the meetings was to solicit input for use in preparing program regulations, with specific attention to six key issues: targeting, schoolwide projects, State administration, national evaluation standards, parental participation, and program improvement. Following the five meetings, draft regulations were prepared on these topics and a 2-day "modified negotiated rulemaking" session was held, attended by the department and by 18 persons representing the spectrum of education interests attending the regional meetings. The session's purpose was to review the Departmental draft regulations and to negotiate modifications. A Notice of Proposed Rulemaking was issued in 1988.

The final report of the National Assessment of Chapter 1 had the following findings on the administration of Chapter 1 when compared with the earlier Title I program (III.3):

- o Most States and school districts continue to demonstrate and document compliance with Chapter 1 in ways similar to those under the former Title I, even though Federal requirements have changed.
- o State and local practices have changed most in the areas of parental involvement (the number of advisory councils has decreased) and determination of the comparability of services (fewer calculations are performed and fewer districts shift resources among schools).
- o Federal and State monitoring activities have declined under Chapter 1, but State and local administrators continue to devote substantial effort to ensuring compliance with Chapter 1's legal framework.
- o Program improvement activities under Chapter 1 have increased at the Federal level. Most States devote relatively few administrative resources to program improvement, and school districts vary widely in their attention to improvement activities.
- o At the Federal and State levels, the Chapter 1 program is administered by fewer staff than was Title I. At the local level, the number of staff for some special functions has declined considerably. The change from Title I to Chapter 1 had little effect on the perceived responsibilities of most State and school district administrators.

The GAO published a report in August 1987 titled Compensatory Education: Chapter 1's Comparability of Services Provision (III.5). The study found that:

- o The then-current statute retained the basic Title I requirement that children in areas receiving Chapter 1 assistance receive State and local services comparable to those received by children in areas without Chapter 1 assistance.
- o Under Chapter 1, most States adopted less restrictive means of measuring comparability; therefore variances between Chapter 1 and non-Chapter 1 schools in the same school district have generally been permitted to increase.
- o States no longer uniformly require local school districts to retain documentation of comparability.

The report recommended that the Secretary of Education publish regulatory provisions (1) specifying that local school districts must retain documentation demonstrating compliance with the comparability requirement and (2) defining "instructional staff" for use in calculating and comparing the ratio of pupils to instructional staff for demonstrating comparability.

The Secretary declined to issue regulatory changes but showed GAO in detail how existing departmental regulations, policies, and procedures adequately addressed the concerns raised by GAO.

Outcomes

Achievement data for school year 1985-86 were reported to the Department by 47 States, the District of Columbia, and the Bureau of Indian Affairs. Test scores were available for 67 percent of Chapter 1 students in grades 2 through 12 who received reading instruction and for 61 percent who received mathematics instruction.

For Chapter 1 students tested in reading on an annual test cycle (fall-fall or spring-spring), gains were reported in all grades except one, with a high of five percentile points in grade 6 and no change in percentile standing in grade 12. The largest gains were in grades 4 through 6.

For Chapter 1 students tested in mathematics on an annual test cycle, gains were reported in all grades, ranging from nine percentile points in grade 5 to two in grade 12. The largest gains were in grades 2 through 7.

The second report of the National Assessment of Chapter 1, The Effectiveness of Chapter 1 Services, was published in 1986 (III.6). It synthesized evidence regarding the effectiveness of Title I and Chapter 1 programs. Key findings included the following:

- o The achievement of disadvantaged students, especially in reading, has improved since 1965, relative to the achievement of the general population. The impact of Chapter 1 on these performance gains is, however, unknown.
- o Students receiving Chapter 1 services show larger increases in achievement test scores than comparable students who do not. However, they still perform substantially below the achievement level of more advantaged students.
- o Students participating in Chapter 1 mathematics programs gain more than those participating in Chapter 1 reading programs.
- o Students in Chapter 1 programs in the early elementary grades gain more than students in later-grade programs.
- o Students who discontinue participation in the Chapter 1 program appear gradually to lose the gains they made when receiving services.
- o Chapter 1 students with very low achievement scores appear to maintain their relative academic positions; evidence suggests they would have lost ground without Chapter 1 services.

A study conducted as part of the National Assessment of Chapter 1, The Design and Implementation of Chapter 1 Instructional Services: A Study of 24 Schools (III.7) found that:

- o In the sample schools Chapter 1 added approximately 10 to 15 minutes per day to the time elementary students typically received in reading.
- o This gain came at the expense of time in multisubject seatwork or other academic subjects.
- o The remaining Chapter 1 instructional time was largely a substitute for instruction in the same subject by the regular program.

Improvement Strategies

FY 1988 was the fifth year of the Secretary's Initiative to Improve the Education of Disadvantaged Children. As part of this initiative, State education agencies were asked to identify, for possible national recognition, projects or programs that demonstrate successful strategies for helping disadvantaged children upgrade their academic performance. The Department received 214 nominations, of which 123 were selected for recognition and national dissemination.

During this fiscal year, volume IV of the Effective Compensatory Education Sourcebook was published. This volume contains profiles of 108 outstanding Chapter 1 programs recognized by the Department in 1987.

III. SOURCES OF INFORMATION

1. Chapter 1 Annual State Performance Reports.
2. Compensatory Education: Chapter 1 Participants Generally Meet Selection Criteria (Washington, DC: U.S. General Accounting Office, 1987).
3. The Current Operation of the Chapter 1 Program (Washington, DC: National Assessment of Chapter 1, Office of Educational Research and Improvement, U.S. Department of Education, 1987).
4. Compensatory Education: Chapter 1 Services Provided to Private Sectarian School Students (Washington, DC: U.S. General Accounting Office, 1987).
5. Compensatory Education: Chapter 1's Comparability of Services Provision (Washington, DC: U.S. General Accounting Office, 1987).
6. The Effectiveness of Chapter 1 Services (Washington, DC: National Assessment of Chapter 1, Office of Educational Research and Improvement, U.S. Department of Education, 1986).
7. The Design and Implementation of Chapter 1 Instructional Services: A Study of 24 Schools (San Francisco, CA: Far West Laboratory, 1986).

IV. PLANNED STUDIES

A number of studies were begun in FY 1988, including the following:

- o A Study of Academic Instruction in Chapter 1 Programs and in Standard School Programs examines instruction that Chapter 1 participants receive in relation to regular school programs; evaluates curricular exposure and teacher quality to address concerns about tracking, lower standards, and lower-quality instruction for disadvantaged children.
- o A Study of Strategies for Adding Time to Chapter 1 Instruction is following up on the Chapter 1-mandated study finding that Chapter 1 adds little instructional time, by examining approaches to extending the school day, week, or year for disadvantaged students. These approaches will be analyzed in terms of their educational value, cost, and effect.
- o Case Studies of Effective Service Delivery Programs to Nonpublic Chapter 1 Students focuses on identifying and describing programs that effectively deliver services to nonpublic Chapter 1 students and meet all requirements of Aguilar v. Felton.

- o A Study of Chapter 1 Services to Limited English Proficient Students is examining the criteria and processes used in selection of students with limited English proficiency for participation in Chapter 1 programs. Case studies will be conducted in a variety of school districts representing a range of approaches to the selection process.

Several studies will begin in FY 1989:

- o A Study of the Implementation of P.L. 100-297 and Its Impact on Accountability is a multiyear study that will track the implementation and assess the effect of changes introduced in Chapter 1 by P.L. 100-297.
- o The Longitudinal Study of Chapter 1: Design Study will develop the overall study design and approach for this large, multiyear, longitudinal study mandated by Section 1462, P.L. 100-297.
- o Chapter 1 Negotiated Rulemaking is a small study to examine the processes, outcomes, and effectiveness of the modified negotiated rulemaking process required by P.L. 100-297.
- o A Study of Programs Involving College Students as Tutors in the Elementary and Secondary Grades, required by Section 6204, P.L. 100-297, is a small study that will review tutoring programs in the United States, Canada, and Europe; examine in detail the structure and effectiveness of Israel's Perach Tutorial Program as well as the City University of New York's Student Mentor Program; and determine the feasibility of adapting these or other programs to increase the effectiveness of present Chapter 1 services for educationally disadvantaged students.

V. CONTACTS FOR FURTHER INFORMATION

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Program Studies : Howard Essl, (202) 732-1958

MIGRANT EDUCATION PROGRAM (MEP) (CHAPTER 1, ECIA)
 FORMULA GRANTS TO STATE EDUCATION AGENCIES TO MEET
 THE SPECIAL EDUCATIONAL NEEDS OF MIGRATORY CHILDREN
 (CFDA No. 84.011)

I. PROGRAM PROFILE

Legislation: Education Consolidation and Improvement Act (ECIA), P.L. 97-35, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title I, Chapter 1, Part D, Subpart 1 (20 U.S.C. 2781-2790) (expires September 30, 1993).

Purpose: To provide financial assistance to State education agencies (SEAs) to establish and improve programs to meet the special education needs of migratory children of migratory agricultural workers or fishers. In addition, the program provides financial assistance to improve the interstate and intrastate coordination activities required of State and local migrant education programs funded under Chapter 1, as amended.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$ 9,737,847	1983	\$255,744,000
1970	51,014,000	1984	258,024,000
1975	91,953,000	1985	264,524,000
1980	245,000,000	1986	253,149,000
1981	266,400,000	1987	264,524,000
1982	255,744,000	1988	269,029,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Data on Migrant Education Program (MEP) students are available from two major sources: the Migrant Student Record Transfer System (MSRTS) data base and annually submitted State performance reports. MSRTS provides data on students eligible for, although not necessarily receiving, MEP-funded services. State performance report data, which are based on the number of students receiving MEP-funded services, may include duplicated counts across States.

According to data from MSRTS, 541,381 children were identified as eligible and enrolled on the MSRTS in calendar year 1987. However, eligible children enrolled on MSRTS may not actually receive MEP services (III.1). According to a recent analysis of MSRTS data from the 1985-86 school year, only 57 percent of the currently migratory children enrolled on MSRTS and only 56 percent of the formerly migratory children enrolled on MSRTS received supplementary program services funded by some special program (including but not limited to the MEP). Only 44 percent of the currently migratory children enrolled on MSRTS and only 47 percent of the formerly migratory children enrolled on MSRTS received MEP-funded services (III.2).

According to information from the annual State performance reports, approximately 366,000 students in school year 1985-86 participated in services funded through the MEP. States with more than 10,000 participants were California, Texas, Florida, Arizona, and Michigan. Together these States accounted for 61 percent of the total number of program participants. States with fewer than 100 participants were New Hampshire, West Virginia, Rhode Island, District of Columbia, and South Dakota (III.3).

In 1985-86, approximately 202,200 (53 percent) of the participants were formerly migratory, slightly more than 112,000 (29 percent) were currently migratory across States, and almost 66,300 (18 percent) were currently migratory within a single State (III.3).

Data from MSRTS indicate that 42 percent of currently migratory students are served in only one district but for less than the full year (III.1).

Data from case studies of six States and 10 local projects indicate that children are present for more of the school year than was the case in past years, with an increasing number of currently migratory children moving only during the summer months. In the 10 sites visited, 36 percent of the currently migratory children moved during the summer months and 64 percent moved during the regular school year (III.4).

Of the 366,000 total MEP participants reported by the States in 1985-86, 75 percent were Hispanic, 12 percent were white, and 5 percent were black. Slightly more than half (52 percent) were male (III.3).

In 1985-86, 12 percent of MEP participants were in preschool or kindergarten; 55 percent were in grades 1 through 6; 21 percent were in grades 7 through 9; and 11 percent were in grades 10 through 12 (III.3).

Standardized test scores show that MEP participants are highly disadvantaged. In 1985-86, mean pretest scores reported for migrant students ranged from 12th to the 31st percentile in reading, and from the 18th to the 42nd percentile in mathematics (III.3).

The dropout rate for migrant students has declined from approximately 90 percent as reported in the early 1970s to between 45 percent and 64 percent in 1987 (III.5). (Nationally, the dropout rate for all students is approximately 29 percent.)

Data from case studies of 6 States and 10 local projects indicate that migrant students and Chapter 1 students have similar needs, except that migrant students show greater need for information sharing across schools, support services, and English as a Second Language (ESL) instruction/oral language development (III.4).

A reanalysis of summary data from the Research Triangle Institute (RTI) study suggests "remarkable similarities between currently migratory children whose education is continuous (i.e., children who move outside of the regular school year) and those whose education is interrupted (i.e., children enrolled in more than one district during the spring term, the fall term, or both terms). In fact, children whose education is interrupted usually score higher than those whose education is continuous." The data also suggest that currently and formerly migratory students achieve at the same level (III.4).

Several studies suggest that, both historically and currently, a number of the most needy migratory children are not being identified. These studies also suggest that Federal, State education agency (SEA) and local education agency (LEA) project administration are at least partially responsible for this failure to identify and serve the most needy:

- o "In addition to classic migrants, there appear to be a set of migrants who do not have home base locations in the normal sense...[such as the] "Biker" migrants in Idaho....These groups include family units with children who are in desperate need of a good education....We don't know their numbers or the patterns of work they follow" (III.6).
- o Although a few State or regional agencies encourage local site participation, some sites, even those with large migrant populations, choose not to participate (III.4).
- o The current system for allocating funds and the Federal capping of the MEP appropriation have a number of built-in disincentives that ensure that some migrant children will not be enrolled in the program. When allocations shrink, such "nonessentials" as active identification and recruitment are reduced to protect standard educational services. This is especially true in the States that are home bases for migrants. The children most in need of the services, the ones who are most isolated and who move most frequently, are the ones most likely to be ignored by "laissez-faire" recruitment efforts (III.6).

The statutory definition of an eligible migratory child allows a significant number of children to be counted and served as migrants even though their education has not been interrupted (III.7).

According to a recent audit by the Department's Office of the Inspector General (OIG), the current system of allocating the available program funds provides an incentive to the States to increase the number of recorded migrants. Because of this incentive, plus the difficulty of training recruiters in the complex eligibility rules, many of the children for whom funds were awarded to States have proved to be ineligible or inadequately documented as eligible (III.7).

Services

Some students served by the MEP also receive services from other special programs, including Chapter 1, State compensatory education, special education, and State or Federal bilingual and ESL programs (III.4).

A recent analysis of MSRTS data from 1985-86 indicates that 74 percent of the supplemental program services provided to migrant children during 1985-86 were funded by the MEP (III.2).

An analysis of one State's 1984-85 student participation data indicates that, of children served in the MEP, 16 percent were also served in Chapter 1; 10 percent were also served in the State compensatory program; 6 percent were also served in special education; and 35 percent were also served in bilingual education programs (III.8).

Services for migrant students often parallel services provided by Chapter 1 Basic Grants and other special programs except in the areas of support service, language problems, and summer school (III.4).

About 132,800 (41 percent) of the regular term participants in 1985-86 received instruction in reading; 92,000 (28 percent) received mathematics instruction; 11,700 (4 percent) received vocational education services; and 45,100 (14 percent) received instruction in English for students with limited-English backgrounds. Attendance and guidance services were provided to 143,000 (44 percent); 106,200 (33 percent) received health services; 48,200 (18 percent) received dental services; 30,700 (9 percent) received transportation services; and 23,400 (7 percent) received nutrition services (III.3).

Reading assistance was provided to 64,600 (58 percent) of the summer term participants in 1985-86; 63,200 (56 percent) received remedial assistance in mathematics; 25,000 (22 percent) received instruction in English for students with limited-English backgrounds; 49,300 (44 percent) received other language arts instruction; and 11,500 (10 percent) received vocational education services. Approximately 63,000 (56 percent) of the summer term participants in 1985-86 received transportation services; 61,300 (55 percent) received attendance and guidance services; 57,200 (51 percent) received nutrition services; 39,200 (35 percent) received health services; and 18,500 (16 percent) received dental services (III.3).

According to findings from case studies of six States and 10 local projects, programs offered during the summer differ markedly from regular year programs. Instead of funding services that supplement and complement the basic education program, agencies that operate MEP summer school projects for migratory children take on responsibilities much like those of school districts during the regular year. The projects studied offered regular instruction or individualized tutoring in English, language arts, mathematics, science, and social studies. They also provide transportation, meals, and physical education classes. In all cases, the summer school programs for migrant children were the only public summer school programs offered in the areas visited (III.4).

Home-school liaison personnel or other local project staff develop contacts with health care providers, public agencies, and clinics, and call on them when migrant children need assistance (III.4).

In the regular term 1985-86, the MEP funded approximately 12,000 full-time equivalent (FTE) staff; about 3,100 teacher FTEs; 5,200 teacher aide FTEs; 1,000 supporting service staff FTEs; 725 recruiter FTEs; 700 MSRTS data entry specialist FTEs; 510 other staff FTEs; 450 administrative staff FTEs; and 340 curriculum specialist FTEs (III.3).

In the summer term 1985-86, the MEP funded more than 10,750 FTE staff; about 4,300 teacher FTEs; 3,100 teacher aide FTEs; 1,100 supporting services staff FTEs; 440 recruiter FTEs; 320 MSRTS data entry specialists FTEs; 790 other staff FTEs; 500 administrative staff FTEs; and 170 curriculum specialist FTEs (III.3).

Program Administration

According to findings from case studies of six States and 10 local projects, "most identification and recruitment activities can be more accurately described as recertification. Recruiters rarely spend any measurable time locating and enrolling children who are not attending school" (III.4).

"Too many programs believe that outreach is something you can live without....Yet, without outreach, the most isolated and most needy migrants will have no access to the program. At best, the services start going to settled-out migrants, who have less need" (III.9).

According to a recent study of program identification and recruitment practices, fear of Federal audit exceptions and the lack of authoritative guidelines from the Department of Education about eligibility have discouraged the State migrant education programs from serving any but the children "associated with the most traditional crops and [living] at the most visible labor sites. Children who should be eligible, but are in less visible sectors of the industry, will be ignored, even though these children often have the greatest need for the services provided by the migrant program" (III.9).

One study by the Department's Office of the Inspector General found that the Department's Office of Migrant Education (OME) has not adequately guided the States and monitored their recruitment practices (III.7).

Findings from the case studies of six States and 10 local projects suggest that local conditions affect the way that eligible children are selected to receive MEP-funded services. The local conditions include resource adequacy, programs in the schools children attend, allocation of funds to different service areas, types of services offered by the MEP and other special programs, and children's needs. Local school staff often are responsible for assigning migrant children to instructional services. While project staff are aware of the regulatory priorities for serving currently before formerly migratory students, eligible students are selected to receive services mainly according to their needs (III.4).

The case studies also identified various problems related to current local practices, MSRTS, and student mobility that reduce the likelihood that migrant students with disabilities will be identified and served appropriately. These problems include the lack of local expertise with Federal and State regulations regarding services to students with disabilities; either lengthy or limited procedures for identification, assessment, and remediation of children's needs; and limited space on the MSRTS student record to record information on disabling conditions and treatments (III.4).

Findings from the case studies of six States and 10 local projects indicate that, although the statute identifies the Chapter 1 MEP as a State-administered program, control over program decisions is mainly at the local level. Different models for program administration were observed in the six States studied, sometimes within the same State. For example, 1) SEA supervises, regional office administers; (2) SEA assigns a few SEA staff, obtains help from a nonproject operating agency; (3) SEA administers, regional office provides technical assistance. Although the States share the responsibility (and receive discretionary funds) for improving inter/intrastate coordination, local initiative is often the only source for such coordination of migrant educational services (III.4).

Because of poor LEA attention to the completeness, accuracy, and timeliness of data made available through the MSRTS, MSRTS data files on individual students may contain out-of-date information, or no information, for many variables of interest. Moreover, because only about 1,300 LEAs receive MEP subgrants, the information on eligible migrant children who move to a nonrecipient LEA may not be updated until the children reach another LEA with an MEP project and a link to MSRTS (III.1).

A 1986 survey of Texas migrant education staff indicated that, although most teachers considered the MSRTS educational skills data to be useful, smaller percentages (for the reading data as few as 47 percent) found it current. Only slightly more than half of the counselors surveyed found the MSRTS secondary credit accrual data to be useful, and fewer than two-thirds found it accurate. Fewer than half of the counselors considered the MSRTS minimum graduation requirements data to be sufficient for use (III.10).

According to the case studies of six States and 10 local projects, teachers report that they are more likely to use district records or their own judgment than information from the MSRTS for determining students' instructional backgrounds and need. District staff in the 10 local projects studied used MSRTS information on elementary students' medical histories, secondary students' credit accrual, and students' educational experiences to reinforce teacher judgment (III.4).

Findings from the case studies suggest that State funding applications generally underreported the amount of program expenditures used for program administration. For example, regional office costs were sometimes listed as State agency charges and sometimes as local agency charges. Some statewide program costs, such as evaluation and nonproject operating costs, are not listed in the summary budgets. Indirect cost rates were not always presented in the State budgets, and were never presented in the regional or local agency budgets (III.4).

Teachers' or teacher aides' salaries account for the largest portion (69 percent) of local program expenditures. Program expenditures for support services are uniformly a small percentage (6 percent) of a local project grant (III.1).

The MEP costs more to administer than the Chapter 1 program. Migrant children received more services, both instructional and support, from the MEP than did students participating in the Chapter 1 Basic Grant program. The children also received different types of services; for example, migrant children received English-language instruction, whereas Chapter 1 children received remedial reading assistance. The MEP has costs associated with it (e.g., recruitment/recertification, and MSRTS) that are not part of the Chapter 1 Basic Grant program (III.4).

Outcomes

In 1985-86, 34 States (out of the 48 with programs during the regular school term) reported achievement data for the regular term on some 70,000 MEP students tested in reading and 53,000 MEP students tested in mathematics. Fifteen States (out of 45 with summer programs) also reported achievement data for the summer term on almost 9,000 MEP students tested in reading and over 9,000 MEP students tested in mathematics (III.3).

Data on testing of regular term MEP students showed the following results (III.3):

- o MEP students score poorly relative to other students on standardized tests. Posttest performance of MEP students generally fell in the second quartile in reading and mathematics, indicating that a majority of American students scored better than children in the MEP.

- o The level of performance was higher in the early grades (2-3) and lowest in the upper grades (9-12).
- o Math performance was generally higher than reading performance.

The new statute requires SEAs and LEAs to evaluate and report the findings of their evaluations at least every 2 years. The Department, too, is required to report evaluation results to Congress at least that often (III.11).

Improvement Strategies

The new statute changes the basis for funds allocation so that a State's allocation is now based on the number of migrant children ages 3 through 21 rather than those ages 5 through 17. The new statute further requires that all currently migratory children (including preschool-age children) be given priority for program services over formerly migratory children (III.11).

The Department has attempted to upgrade the expertise of local and State migrant education personnel by establishing a set of three Migrant Educational Support Centers. Funded as contracts under the new Section 143 requirements, these centers will provide training and assistance in curriculum and instruction, program management, evaluation, and program improvement (III.1).

The Department has encouraged State and local projects to work with the Chapter 1 Technical Assistance Centers (TACs) to develop evaluations that will provide data useful for local, State, and national analysis and program improvement (III.1).

In FY 1988 the Department began a large-scale study of program operations. In addition, the Department began or continued studies to examine local identification and recruitment practices and migrant project activities in an effort to determine whether there are educational practices that are unusually effective in serving migratory students (III.1).

The new statute allows the Department to award competitively a contract for the MSRTS beginning in FY 1992. The new statute also mandates the creation of a National Commission on Migrant Education and outlines a number of research questions that the commission should address regarding the operations and outcomes of the program (III.11). Many of the research questions listed in the National Commission's mandate are already being addressed in the large-scale study of MEP operations begun by the Department in October 1988.

III. SOURCES OF INFORMATION

1. Program files.
2. Synthesis of Available Research and Databases on the Migrant Education Program, Volume II, the Migrant Student Record Transfer System (Washington, DC: Applied Systems Institute, 1988).
3. A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information for 1985-86, Volumes I and II (Washington, DC: Decision Resources Corporation, March 1988).

4. Case Studies of the Migrant Education Program (Washington, DC: Policy Studies Associates, Inc., July 1987).
5. Migrant Attrition Project: Executive Summary (Oneonta, NY: State University of New York at Oneonta, 1987).
6. An Ethnography of Migrant Farmworkers Educational Opportunities (Washington, DC: U.S. Department of Education, 1988) (DRAFT).
7. Changes Needed in Allocating Migrant Education Program Funds. Audit Control No. 09-40004 (Washington, DC: U.S. Department of Education, 1987).
8. A Study of Categorical Program Participation of Chapter 1 Students (Olympia, WA: Superintendent of Public Instruction, 1986).
9. R.T. Trotter, "An Ethnographic Study of Migrant Farmworker Educational Opportunities" (Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, 1988).
10. Texas Survey of the Utilization of the MSRTS System: Evaluation Report (Austin, TX: Powell Associates, 1986).
11. The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (Washington, DC: U.S. Congress: 1988).

IV. PLANNED STUDIES

A national descriptive study of the operations of the MEP was begun by the Department in October 1988; results should be available in late FY 1991. In addition, in FY 1989, the Department will analyze and report on State-reported participation and achievement data for the 1986-87 school year. The Department is also planning to begin a descriptive study of MEP preschool programs in late FY 1989 or early FY 1990.

V. CONTACTS FOR FURTHER INFORMATION

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FORMULA GRANTS TO STATES FOR
NEGLECTED OR DELINQUENT CHILDREN
(CFDA No. 84.013)

I. PROGRAM PROFILE

Legislation: The Elementary and Secondary Education Act of 1965, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, Chapter 1 of Title I, P.L. 100-297 (expires September 30, 1993).

Purpose: To provide financial assistance for compensatory education to State agencies directly responsible for providing free public education to children in institutions for neglected or delinquent children and juveniles in adult correctional institutions.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$ 2,262,000	1983	\$32,616,000
1970	16,006,000	1984	32,616,000
1975	26,821,000	1985	32,616,000
1980	32,392,000	1986	31,214,000
1981	33,975,000	1987	32,616,000
1982	32,616,000	1988	32,552,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Approximately 53,000 participants were served in the 1985-86 school year. Some 61 percent of those served were in institutions for delinquent children, 35 percent were in adult correctional facilities, and 4 percent were in institutions for neglected children. Over one-half of the participants were 17 through 21 years old; 89 percent were males; and about 46 percent of the participants were black, 36 percent white, 16 percent Hispanic, and 1 percent Indian (III.1).

Services

Chapter 1 programs for neglected or delinquent children generally provide supplementary reading, language arts, and mathematics instruction. Supplementary instruction in reading was provided to 69 percent of the participants; supplementary instruction in math was provided to 65 percent. A pullout model of small classes is used most frequently. The most prevalent support service, attendance/social work/guidance, was provided to 20 percent of the participants (III.1).

Transitional services designed to help confined youth in making the transition back into their communities and regular schools are minimal. There is little coordination among community service agencies, parole personnel, and institutional staff to help confined youth return to their communities (III.2).

Program Administration

Although they do not have education as a primary mission and are not located within the State education system, State applicant agencies (SAAs) play a substantial role in program administration. They develop projects, select program sites, outline the structure of the Chapter 1 programs, and oversee facility operations.

State education agencies (SEAs) review and approve SAA applications and respond to questions from the SAAs and facilities. However, they provide little onsite technical assistance or monitoring.

There is regular contact between the Chapter 1 program and the basic education programs at the facility level.

Lack of compliance with program requirements occasionally occurs because organizational responsibilities within the program are split between the SEA and the SAA. As a result, program staff is sometimes unaware of program requirements (III.2).

III. SOURCES OF INFORMATION

1. State Chapter 1 Performance Reports 1985-86.
2. An Analysis of the ECIA Chapter 1 State Program for Neglected or Delinquent Children (Washington, DC: Policy Studies Associates, 1986).

IV. PLANNED STUDIES

A national study of the Neglected or Delinquent program began in fall 1987 and will be completed in fall 1990. The study includes descriptive, longitudinal, and effective practices components. During FY 1988 planning activities regarding sample selection and instrument design were completed. Data collection will take place in FY 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Jean LeTendre, (202) 732-4682

Program Studies : Daphne Hardcastle, (202) 732-1958

FEDERAL, STATE, AND LOCAL PARTNERSHIP
FOR EDUCATIONAL IMPROVEMENT
(CFDA No. 84.151)

I. PROGRAM PROFILE

Legislation: The Education Consolidation and Improvement Act of 1981 (ECIA), Chapter 2, P.L. 97-35, (20 U.S.C. 3811-3876) (repealed effective July 1, 1988). It has been replaced by Chapter 2 of Title I of the Elementary and Secondary Education Act of 1965, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (U.S.C.) (expires September 30, 1993). During the school year 1988-89, the provisions of either act may be used to operate programs.

Purpose: To help State education agencies (SEAs) and local education agencies (LEAs) improve elementary and secondary education, meet the special educational needs of at-risk students, and support effective schools programs. SEAs and LEAs share responsibility for the design and implementation of Chapter 2 programs.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1982	\$442,176,000	1986	\$478,403,000
1983	450,655,000	1987	500,000,000
1984	450,655,000	1988	478,700,000
1985	500,000,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Nationally, Chapter 2 activities tend to serve all types of students, focusing neither on particular grade levels nor on particular student groups. Within districts, activities are often targeted to particular types of students; for instance, gifted and talented students are likely to be the focus of curriculum development, whereas economically and educationally disadvantaged students tend to receive instructional services (III.1). More than 14,000 districts received Chapter 2 services in school year 1987-88.

Services

Studies have found that districts support more kinds of activities under Chapter 2 than they did under the numerous categorical programs that were folded into Chapter 2 in 1981; the trend toward diversification has become more pronounced with each succeeding year (III.1).

In FY 1988, 99 percent of the Nation's school districts received Chapter 2 funds totaling more than \$382 million.

Generally, districts tended to use their Chapter 2 monies to fund the following types of activities/programs (III.2):

- o Computer applications (including hardware and software);
- o Libraries/media centers (including materials and equipment); and
- o Curriculum development, staff development, instructional services, and student support services.

Private school children also benefit from Chapter 2 services, particularly through the provision of library materials and computer equipment and supplies (III.3).

Program Administration

Most of the interactions between districts and their SEAs involve procedural matters. Districts have expressed minimal concern about monitoring or auditing either because such activities have not yet occurred or because, where monitoring does occur, SEAs are following well-established practices (III.1).

State set-aside funds represent up to 20 percent of each State's allotment. In FY 1987, the set-aside for all States totaled \$95 million. The House Appropriations Committee in 1987 directed the Department to provide information on how the State set-aside is spent (House Report 99-711). The resulting report, An Evaluation of the ECIA Chapter 2 State Set-Aside (III.4), reviewed the ways that five selected SEAs used their Chapter 2 set-aside funds during the 1986-87 school year.

The major findings of the study are as follows:

- o The SEAs generally used most of the set-aside in one of two ways: to provide support for the day-to-day operations of the SEA or to provide services to school districts. Three of the five sample States used at least half of the set-aside for ongoing SEA matters.
- o The SEAs did not generally treat the Chapter 2 set-aside as a separate program with attendant planning, goal setting, or evaluation of accomplishments.
- o The five SEAs spent between 3 percent and 12 percent of the set-aside to administer Chapter 2 (e.g., operating the application process for formula funds, distributing funds to districts, monitoring, and preparing the State application and evaluation).
- o The five States committed 12 percent or less of the set-aside to their educational reform programs.

- o Oversight of set-aside uses was limited; Chapter 2's accountability mechanisms for set-aside uses did not permit review at either the Federal or State level.

The study also suggests that this pattern in Chapter 2 set-aside uses was often set by the programs initially consolidated into Chapter 2 (e.g., Title V of the Elementary and Secondary Education Act, which authorized funds for strengthening SEAs). However, a Governor, State legislature, or Chief State School Officer can establish a policy climate that encourages the allocation of funds for educational improvement activities or direct services to school districts, as opposed to the allocation of funds for State agency operations (III.4).

Outcomes

Chapter 2 has fully or partially supported the introduction of computer technology into three-quarters of the Nation's school districts (III.1).

III. SOURCES OF INFORMATION

1. A National Study of Local Operations Under Chapter 2 of the Education Consolidation and Improvement Act of 1981 (ECIA) (Menlo Park, CA: SRI International, January 1986).
2. State Chapter 2 applications and evaluation reports, 1986.
3. Education Block Grant: How Funds Reserved for State Efforts in California and Washington Are Used (Washington, DC: U.S. General Accounting Office, May 1986).
4. An Evaluation of the ECIA Chapter 2 State Set-Aside (Washington, DC: Policy Studies Associates, Inc., September 1987).

IV. PLANNED STUDIES

Beginning with data from the 1989-90 school year, the Secretary of Education must submit annually a report to Congress on the use of funds, the types of services furnished, and the students served under the program. Congress has mandated that the Department develop, in conjunction with State and local education agency representatives, a model system for Chapter 2 State data collection.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Zulla Toney, (202) 732-4156

Program Studies: Howard Essl, (202) 732-1958

GENERAL ASSISTANCE TO THE VIRGIN ISLANDS
(No CFDA number)

I. PROGRAM PROFILE

Legislation: Education Amendments of 1978, Title XV, Part C, Section 1524, P.L. 95-561, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3141) (expires September 30, 1993).

Purpose: To provide general assistance to improve public education in the Virgin Islands.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1980	\$3,000,000	1985	\$2,700,000
1981	2,700,000	1986	4,784,000
1982	1,920,000	1987	5,000,000
1983	1,920,000	1988	4,787,000
1984	1,920,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Students in the Virgin Islands tend to have extremely high educational needs relative to the needs of students in the States. According to an index based on educational deficiencies that includes several student and family background characteristics, the Virgin Islands ranks first in educational needs (III.1).

Services

Services include general maintenance and repair of school buildings; asbestos abatement; classroom construction; and the provision of textbooks, materials, and supplies (III.2).

III. SOURCES OF INFORMATION

1. Analysis of Factors Relating to Federal General Assistance to the Virgin Islands (Washington, DC: Pelavin Associates, Inc., 1988).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Zulla Toney, (202) 732-4156

Program Studies : Daphne Hardcastle, (202) 732-1958

CIVIL RIGHTS TECHNICAL ASSISTANCE AND TRAINING
(CFDA No. 84.004)

I. PROGRAM PROFILE

Legislation: The Civil Rights Act of 1964, Title IV, P.L. 88-352, (42 U.S.C. 2000c-2000c-2) (no expiration date).

Purpose: To award grants to State education agencies (SEAs) and desegregation assistance centers (DACs) to enable them to provide technical assistance, training, and advisory services at the request of public school districts in the preparation, adoption, and implementation of plans for the desegregation of public schools and the development of effective methods to cope with educational problems associated with desegregation on the basis of race, sex, and national origin.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$ 8,028,000	1983	\$24,000,000
1970	17,000,000	1984	24,000,000
1975	26,700,000	1985	24,000,000
1980	45,667,000	1986	22,963,350
1981	37,111,000	1987	23,456,000
1982	24,000,000	1988	23,456,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

School districts requesting assistance in dealing with educational problems associated with desegregation.

Services

SEAs and DACs provide technical assistance and training to school districts to help them deal with problems related to desegregation. Typical activities might include the dissemination of information on successful educational practices and legal requirements related to nondiscrimination on the basis of race, sex, and national origin in educational programs; training designed to develop educators' skills in specific areas, such as the identification of race and sex bias in instructional materials; and technical assistance in the identification and selection of appropriate educational programs to meet the needs of students with limited English speaking proficiency.

Program Administration

Statewide projects are administered by SEAs. Regulatory changes implemented in 1987 reduced the number of DACs from 40 to 10 and made each DAC responsible for providing comprehensive assistance in all three desegregation assistance areas. Of the 10 regional DAC offices, 5 are administered by institutions of higher education and 5 by nonprofit organizations.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Steven L. Brockhouse, (202) 732-4342

Program Studies : Gerald Bushee, (202) 732-1958

FOLLOW THROUGH--GRANTS TO LOCAL EDUCATION AGENCIES AND OTHER PUBLIC
AND PRIVATE NONPROFIT AGENCIES, ORGANIZATIONS
AND INSTITUTIONS TO PROVIDE COMPREHENSIVE SERVICES TO LOW-
INCOME CHILDREN IN KINDERGARTEN AND THE PRIMARY GRADES
(CFDA No. 84.014)

I. PROGRAM PROFILE

Legislation: The Follow Through Act, Title VI, Public Law 97-35, as amended by the Human Services Reauthorization Act of 1986 (42 U.S.C. 9861-9868) (expires September 30, 1990).

Purpose: To sustain and augment in kindergarten and the primary grades the gains that children from low-income families make in Head Start and other preschool programs of similar quality by (1) providing comprehensive services that will help these children develop to their full potential, (2) achieving active participation of parents, (3) producing knowledge about innovative educational approaches specifically designed to assist these children in their continued growth and development, and (4) demonstrating and disseminating effective Follow Through practices.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1968	\$15,000,000	1983	\$19,440,000
1970	70,300,000	1984	14,767,000
1975	55,500,000	1985	10,000,000
1980	44,250,000	1986	7,176,000
1981	26,250,000	1987	7,176,000
1982	19,440,000	1988	7,133,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In 1988, the Department funded 63 grantees, selected competitively, to implement multiyear projects focusing on demonstrating and disseminating effective practices for educating low-income children in the primary grades.

A local Follow Through project must serve primarily low-income children enrolled in kindergarten and primary grades who have participated in a full-year Head Start or similar preschool program, including other federally assisted preschool programs of a compensatory nature.

At least 60 percent of the children enrolled in each project must be from low-income families and at least 60 percent of the children must have had preschool.

Services

Typically, projects--

- o implement an innovative educational approach specifically designed to improve the school performance of low-income children in kindergarten and the primary grades;
- o orient and train Follow Through staff, parents, and other appropriate personnel;
- o provide for the active participation of Follow Through parents in the development, conduct, and overall direction of the local project;
- o provide health, social, nutritional, and other support services to aid the continued development of Follow Through children; and
- o demonstrate and disseminate information about effective Follow Through practices for the purpose of encouraging adoption of those practices by other public and private schools.

A review of the Follow Through program from 1967 to 1987 (III.1) concluded that:

- o the linkage between educational researchers and school practitioners has been mutually beneficial;
- o immediate and long-term student achievement gains in basic skills match the national norms;
- o Follow Through projects have been widely disseminated and replicated throughout the United States; and
- o extensive and varied involvement of parents in their children's Follow Through experience resulted in increases in student achievement, improved communications between home and school, and self-improvement among parents.

Program Administration

The Follow Through program, under regulations published in the Federal Register on October 19, 1987, funded 63 projects. If funds become available yearly, these projects will continue to receive grants through 1990 to demonstrate and disseminate effective approaches designed to improve the school performance of low-income children in kindergarten and primary grades.

III. SOURCES OF INFORMATION

1. Margaret C. Wang and Eugene A. Ramp, The National Follow Through Program: Design, Implementation, and Effects, Philadelphia, PA, November 1987.
2. Program files.

IV. PLANNED STUDIES

To the extent that Follow Through projects offer models for bridging preschool and the early elementary grades, they will be examined in a national study of transition programs to begin in FY 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Jean LeTendre, (202) 732-4682

Program Studies : Howard Essl, (202) 732-1958

SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS (IMPACT AID):
MAINTENANCE AND OPERATIONS (CFDA No. 84.041)

I. PROGRAM PROFILE

Legislation: School Assistance in Federally Affected Areas Act, P.L. 81-874 as amended (20 U.S.C. 236-241-1 and 242-244) (expires September 30, 1993).

Purpose: Impact Aid is intended to compensate local school districts for burdens placed on their resources by Federal activity, either through Federal ownership of property in the district (which, because it is tax-exempt, may decrease funds available for education), or through the addition of "federally connected children" to the number of students that it would ordinarily need to educate. "A" children are those who both live and have parents who work on Federal property; and "B" children are those who either live or have parents who work on Federal property. Included in these categories are children living on or having parents who work on Indian lands, and children who have a parent who is on active duty in the uniformed services.

The amount of aid a district is entitled to receive varies with the classification of the children; the amount is highest for "A" children, who presumably strain local resources most. Extra Federal aid is given for handicapped children of military families or those living on Indian lands. A minimum of 3 percent or 400 children in a district must be federally connected for a district to be eligible to receive aid. In addition, so-called Section 6 schools, primarily for children of military families, are funded by the Department of Defense (DoD) under Impact Aid. There is also a provision for aiding districts affected by natural disasters.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1951	\$ 28,700,000	1983	\$460,200,000 2/
1965	332,000,000	1984	580,300,000 3/
1970	507,900,000	1985	675,000,000
1975	636,016,000	1986	665,975,000 4/
1980	792,000,000 1/	1987	695,000,000
1981	706,750,000	1988	685,498,000
1982	437,000,000		

1. Includes \$20 million supplemental appropriation for disaster assistance.
2. Amount provided by the 1983 continuing resolutions.
3. Includes \$15 million supplemental appropriation for disaster assistance.
4. Includes \$20 million supplemental appropriation for disaster assistance.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Impact Aid is paid directly to eligible school districts and becomes part of their general operating funds. The only restriction on its use is that the extra money given for disabled military children and disabled children living on Indian lands must be used for special educational services designed to meet the needs of those children. In addition, the disaster assistance money must be used for allowable and approved costs related to the disaster.

A 1978 study by the Department of Health, Education, and Welfare (HEM) (III.1), the most comprehensive evaluation of the Impact Aid program to date, raised questions about the targeting of the program. The report found that nearly 20 percent of Impact Aid funds went to districts with enrollments of less than 10 percent federally connected children (low-impact districts) and that 60 percent of all districts receiving aid were low-impact districts. Moreover, those same low-impact districts were usually at or above the State average for property wealth, and program funds averaged only 2 percent of the revenues available to these districts.

As a 1985 study (III.2) demonstrates, calculating what education costs or land values might have been in the absence of Federal activity is problematic, involving as it does imputed real estate values and other conditions that make objective determinations difficult. This study set out to determine the adequacy of Impact Aid compensation for five districts, using two approaches: an alternative expenditure standard and an alternative land use standard. The former method assumes that the district should be able to spend a standard amount per pupil and that the Federal Government should make up the difference, if any, between that standard and the funds available from State and local revenues. The latter method assumes that the district should receive Impact Aid payments equivalent to the revenues it could have obtained from taxing federally owned district land. Such revenues are calculated either by assuming that the land would have been used and valued like non-Federal district land, or by assuming that the district's total tax base ought to be similar to tax bases in neighboring districts with similar topography. The 1985 case studies demonstrate that, depending on the method selected, differing and even opposite conclusions can be reached about whether a given district should be receiving aid at all, and if so, how much. Determining a fair and objective standard, while a necessary program goal, is clearly a complicated task.

The HEM report (III.1) expressed concern that Impact Aid could undermine State equalization efforts. Although legislative provision has been made to allow States whose equalization programs meet certain standards to consider Impact Aid funds in their equalization decisions, the report found the standards too strict for most States to meet.

A 1986 GAO audit of DoD Section 6 schools (III.3) concluded that all except those in Puerto Rico should be transferred to local school districts. These schools would then no longer be eligible for aid under Section 6 but would be eligible under other sections of the Impact Aid legislation, thus increasing the number of districts receiving aid under those sections. To avoid any resulting decrease in the amount of aid available per district, the report recommended increasing Impact Aid appropriations.

A 1988 analysis (III.4) examined the distribution of Impact Aid funds to districts that differ in size, wealth and spending, as measured by student enrollment, property valuation per pupil, and current operating expenditures per pupil. The study found that Impact Aid funding differs according to the characteristics of school districts, and that certain categories of districts receive a larger percentage of funds than would be expected if funds were distributed to each category strictly in proportion to its size. In general, a larger than expected proportion of Impact Aid goes to districts that are small, low in property wealth, or high in pupil expenditures. For example, in FY 1985, districts with fewer than 2,000 students made up 17.5 percent of total school enrollment but received over 35 percent of program funding, while districts with enrollments of over 25,000—about 26 percent of total enrollment—received about 16 percent of program funding.

Other findings were as follows:

- o Funds under Section 2 [Federally-owned property] and Section 3(a) ["A" children] are concentrated in districts with small enrollments, whereas funds under Section 3(b) ["B" children] are heavily concentrated in school districts with large enrollments.
- o Although almost half of funds go to districts with low property wealth (those in the lowest quartile), districts with high property wealth (in the upper quartile) receive a significant share (17 percent) of program funding.
- o Funds are concentrated in high expenditure districts, and the proportion of funding increases as per-pupil expenditures increase.
- o Funds under Section 3(a) are concentrated in districts with low property wealth and districts with high expenditures, whereas funds under Section 3(b) are relatively evenly distributed across districts with high and low expenditures.

In terms of expenditures, for Impact Aid funds overall:

- o School districts in the highest quartile of expenditures in the States received nearly two-and-one-half times as much Impact Aid as districts in the lowest quartile of expenditures.
- o The highest-expenditure districts, with 25 percent of total enrollment, received over 37 percent of program funding, whereas the lowest-expenditure districts, with 24 percent of enrollment, received only about 15 percent of program funding.
- o The highest-expenditure districts alone received about \$211 million, while districts in the highest two quartiles received \$362 million—about 63 percent of program funds.

Funds under Section 3(a) were distributed in direct relation to district expenditures: as district expenditures increased, program funding increased.

- o Districts in the highest expenditure quartile received nearly three-and-one-half times as much funding as districts in the lowest quartile: \$179.3 million compared with \$52.9 million.
- o The districts in the two highest quartiles together received more than \$290 million, about 67 percent of program funding.

In contrast, funding under Section 3 (b) was evenly distributed across low-expenditure and high-expenditure school districts. However, because Section 3(a) represented over 75 percent of total FY 1985 funding, overall a larger share of funding went to high-expenditure districts than would be expected from the proportion they represent among Impact Aid districts.

Section 3(a) funds were also concentrated in districts with low property wealth. The lowest quartile in property wealth received 55 percent of Section 3(a) funds; the two highest quartiles combined received 32 percent of these funds.

Because this study does not examine how Impact Aid funds are distributed by the amount of revenue that districts receive, no conclusion can be reached on whether high-expenditure districts are ones receiving low or high revenues, other than Impact Aid funds. High expenditures may be based on local, State, and non-Impact Aid Federal revenues as well as on Impact Aid funds. Further study would be needed to determine whether Impact Aid funds tend to be distributed to districts that would have high revenues and expenditures anyway, or whether the high-expenditure districts noted by this study are primarily spending Impact Aid funds.

Services

In FY 1988, 2,334 school districts received Section 3 payments totaling \$617,047,083 and 234 districts received Section 2 payments totaling \$11,630,638, which became part of the general operating funds of the districts. In addition, 25 school districts received disaster aid totaling \$10,103,344.

To improve the efficiency of operations, the Impact Aid program is preparing operating manuals detailing program procedures on Payments, Disaster Assistance, Construction, Maintenance and Operations and Property. All manuals will contain the new procedures for automatic clearinghouse/electronic funds transfer.

III. SOURCES OF INFORMATION

1. L. L. Brown III, A. L. Ginsburg, and M. Jacobs, Office of the Assistant Secretary for Planning and Evaluation, Education Planning Staff, U.S. Department of Health, Education, and Welfare, Impact Aid Two Years Later: An Assessment of the Program as Modified by the 1974 Education Amendments (Washington, DC: U.S. Government Printing Office, March 15, 1978).

2. Review of Selected Impact Aid Recipients to Determine Burden of Federal Activities and Need for Federal Aid [prepared for the Office of Planning, Budget and Evaluation, U.S. Department of Education] (Washington, DC: Pelavin Associates, Inc.); Joel D. Sherman and Orestes I. Crespo, Case Study: Highland Falls--Fort Montgomery Central School District (October 1985); Joel D. Sherman and Mark A. Kutner, Case Study: Bourne Public Schools, Bourne, Massachusetts (August 1986); Joel D. Sherman, Mark A. Kutner and Orestes I. Crespo, Case Study: Bellevue Public Schools, Bellevue, Nebraska (August 1986); Joel D. Sherman, Case Study: Douglas School District (August 1986); Joel D. Sherman and Orestes I. Crespo, Case Study: Randolph Field Independent School District (August 1986).
3. General Accounting Office, DoD Schools: Funding and Operating Alternatives for Education of Dependents (Washington, DC: U.S. Government Printing Office, December 1986).
4. Joel D. Sherman, Analysis of the Health of School Districts that Receive Impact Aid [prepared for the Office of Planning, Budget and Evaluation, U.S. Department of Education] (Washington, DC: Pelavin Associates, Inc., April 1988).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Hansen, (202) 732-4655

Program Studies : Joanne Wiggins, (202) 732-1958

**SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS (IMPACT AID):
CONSTRUCTION (CFDA No. 84.040)**

I. PROGRAM PROFILE

Legislation: School Assistance in Federally Affected Areas Act, P.L. 81-815, as amended (20 U.S.C. 631-647) (no expiration date).

Purpose: Impact Aid provides funds for the construction of urgently needed minimum school facilities in districts whose enrollments have been substantially increased by Federal activities or in financially needy districts that have large amounts of Indian lands or other Federal (tax-exempt) property. In addition, funds are provided for construction of schools for children residing on Federal property (usually military installations) where State and local tax revenues cannot be spent for their education. There is also a provision for disaster aid.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1951	\$74,500,000	1983	\$80,000,000 2/
1965	58,400,000	1984	20,000,000
1970	14,766,000	1985	20,000,000
1975	20,000,000	1986	16,747,500
1980	33,000,000	1987	22,500,000
1981	50,000,000	1988	22,978,000
1982	19,200,000 1/		

1. Amount provided by the 1982 continuing resolution.
2. Amount provided by the 1983 continuing resolution.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS**Population Targeting**

Because the program has not been fully funded since 1967, there is a backlog of requests, which may have the effect of discouraging eligible, needy districts from filing requests for assistance. Site visits in 1979 to seven schools on Indian lands revealed severely hazardous conditions at three schools (III.1). A 1987 study by the Departments of Education and Defense surveyed the construction and repair needs of educational facilities on U.S. military bases and recommended policies to deal with these needs. The study included existing on-base dependent school facilities owned or operated by the Department of Defense (DoD), ED, and local education agencies (LEAs) (III.2).

The needs were estimated as follows:

47 Section 6 schools (funded by DoD)	\$93 million
49 ED-owned schools	\$74 million
<u>28 LEA-owned schools</u>	<u>\$16 million</u>
Total: 124 schools	\$183 million

The study made the following recommendations:

- o The school facility needs identified in the study should be verified and met where justified.
- o The cost of meeting these needs should be shared among local, State, and Federal agencies according to fiscal analyses of costs borne and benefits received. The fiscal analyses, to be conducted by DoD and ED in consultation with the individual States and LEAs, would compare revenues and expenditures generated by military installations at local and State levels and would determine the fair share of construction costs to be borne by local, State, and Federal agencies.
- o Federal assistance should be provided only to cover any shortfall between the estimated construction costs and the ability to pay by the State and local jurisdictions.
- o For ED-owned schools, Federal assistance would be contingent upon the LEAs' accepting ownership of the facilities once the construction is complete.
- o For DoD-funded Section 6 schools, case-by-case fiscal analyses would be used to determine the feasibility of transferring ownership to LEAs.

Services

In FY 1988, nine school districts received funds for construction of needed facilities, totaling \$20,819,146 in grants. In addition, \$4,629,735 was spent on 16 projects for asbestos surveys and repairs of school buildings owned by ED.

III. SOURCES OF INFORMATION

1. U.S. Department of Health, Education and Welfare, Condition, Safety and Adequacy of Schools Serving Children Who Reside on Indian Lands (Washington, DC: U.S. Government Printing Office, 1979).
2. Section 2726 of Public Law 99-661 (1987 DoD Military Construction Authorization Act), report submitted to Congress in November 1987.

IV. PLANNED STUDIES

The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 directs the General Accounting Office to conduct a study of the need for financial assistance for school construction under P.L. 81-815. The study is due to be completed by the end of April 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Hansen, (202) 732-4655

Program Studies : Joanne Higgins, (202) 732-1958

ALLEN J. ELLENDER FELLOWSHIPS
(CFDA No. 84.148)

I. PROGRAM PROFILE

Legislation: Allen J. Ellender Fellowship Program, P.L. 92-506--Joint Resolution of October 19, 1972, as amended by the Augustus F. Hawkins- Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title IV, Part C (20 U.S.C. 3081-3112) (expires September 30, 1993).

Purpose: To make a grant to the Close Up Foundation of Washington, DC, for fellowships to (1) disadvantaged secondary school students and their teachers in schools throughout the United States, Puerto Rico, and Overseas Schools of the Department of Defense, to enable them to learn about representative government and the democratic process; and (2) to economically disadvantaged older Americans and recent immigrants to increase understanding of the Federal Government.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$ 500,000	1984	\$1,500,000
1975	500,000	1985	1,500,000
1980	1,000,000	1986	1,627,000
1981	1,000,000	1987	1,700,000
1982	960,000	1988	2,394,000
1983	3,000,000 1/		

1. In 1983, Congress appropriated a double amount in order to place the program on a forward-funded basis. The appropriation for FY 1983 provided \$1.5 million for the 1982-83 school year and \$1.5 million for the 1983-84 school year.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

In the 1987-88 school year, the Close Up Foundation awarded fellowships to 2,820 students and 2,970 teachers and administrators to enable them to come to Washington, DC, for a first-hand look at the operations of the three branches of U.S. Government. The fellowships averaged \$639 per participant. The average Federal share per fellowship was \$294, with the remaining funds coming from local community and private sector sources.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Carolyn Andrews, (202) 732-4351

Program Studies : Barbara Coates, (202) 732-1958

INDIAN EDUCATION—FINANCIAL ASSISTANCE TO LOCAL EDUCATION AGENCIES
AND INDIAN-CONTROLLED SCHOOLS FOR THE EDUCATION OF INDIAN CHILDREN--
SUBPART 1
(CFDA Numbers 84.060 and 84.072)

I. PROGRAM PROFILE

Legislation: Indian Education Act, P.L. 92-318, Title IV, Part A, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title V, Part C, Subpart 1 (25 U.S.C. 2601-2606) (expires September 30, 1993).

Purpose: Subpart 1 (formerly Part A) of the Indian Education Act provides formula grant and competitive grant assistance to local education agencies (LEAs) and Indian-controlled schools for programs to address the special educational and culturally related academic needs of Indian children. Indian-controlled schools are operated by Indian tribes or organizations for Indian children and are located on or near reservations.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$11,500,000	1984	\$50,900,000
1975	25,000,000	1985	50,323,000
1980	52,000,000	1986	47,870,000
1981	58,250,000	1987	47,200,000
1982	54,960,000	1988	49,170,000
1983	48,465,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

According to a 1983 evaluation of the Subpart 1 program, nearly two-thirds (64 percent) of the school districts receiving grants were in rural settings--35 percent on or near reservations and 29 percent in other rural areas. The median Indian percentage of total district enrollment was 8 percent. One-fourth of the Subpart 1 projects enrolled fewer than 100 Indian students; 41 percent enrolled more than 220 students (III.1).

Of the Indian students in districts receiving Subpart 1 funds, an estimated 78 percent participated in project activities, with a median of 119 students per project. More than two-thirds of the students were from families with incomes low enough to qualify for free or reduced-price lunches (III.1).

Most Subpart 1 projects (95 percent) were in districts that also received Chapter 1 funds, with an average of 30 percent of the Indian students being served by the Chapter 1 program. About half (53 percent) were in districts receiving Johnson-O'Malley (JOM) Act funds; on average, 59 percent of the Indian students participated in the JOM program. Many districts also received funds from other Federal education programs (III.1).

Twenty-two grants totaling \$3.5 million were awarded to 18 Indian-controlled schools to develop special enrichment projects that supplement already established programs. These projects served approximately 5,400 participants (III.1).

Services

The services most frequently offered by Subpart 1 projects were tutoring and other academic activities (80 percent), Indian history and cultural instruction or activities (64 percent), counseling (48 percent), and home-school liaison (38 percent) (III.1).

Nearly half (48 percent) of the Indian tribal or community leaders were not satisfied with certain aspects of Subpart 1 projects, according to the 1983 evaluation. The most frequently reported area of dissatisfaction was the extent of representation and participation of the Indian community on project matters. One-fourth said that Indian children did not have culturally related academic needs different from those of non-Indian children (III.1).

Parent committee members reported that Subpart 1 projects stimulated increased involvement of parents in school activities, communication with teachers, and homework. Over three-fourths of project directors felt that the parent committee had made a difference in getting members of the Indian community or tribe to support the project (III.1).

According to annual audits conducted by the Indian Education Program Office, the majority of the Subpart 1 Indian projects audited were meeting all or most of the perceived needs for supplementary education-related services for participating students (III.2).

The Department's national longitudinal study of bilingual programs pointed out that a major portion of the instruction for Indian students with limited English proficiency (LEP) was in English language arts--58 percent of the weekly hours received by the second graders and 47 percent of the hours received by fourth graders. About 71 percent of the second graders and 43 percent of the fourth graders received special instruction in English. Teachers generally provided the major portion of instruction to the students. However, in some projects, students received most or all of their academic instruction from a classroom aide (III.3).

Program Administration

The median Subpart 1 grant award was \$26,450, with 11 percent of the awards under \$10,000, and 12 percent over \$100,000. On the average, 77 percent of the budget was allocated to salaries and fringe benefits (III.1).

One widespread shortcoming was the failure of LEAs to maintain eligibility information as required to ensure that the Indian Education Act funds are generated only by Indian children eligible to be counted under the act (III.2).

On average, per-pupil expenditures of Indian-controlled schools (ICSs) were nearly twice those of nearby public schools--\$6,900 versus \$3,500. Among the 20 ICSs represented in the cost analysis, spending levels ranged from \$4,000 to over \$10,000 per pupil (III.4).

ICSs received an average of \$4,700 per pupil from the Bureau of Indian Affairs, whereas nearby public schools received \$3,400 per pupil from State, local, and Federal sources, including Impact Aid funds. Federal categorical programs generated per-pupil revenues of \$2,140 for ICSs, compared with \$800 for nearby public schools (III.4).

Although teacher salaries averaged 20 percent lower at ICSs than at local comparison schools, instructional salary outlays were 60 percent higher because ICS staffing ratios were twice those of the public schools (III.4).

Staffing ratios and spending levels also were affected by school size. The five top-spending ICSs averaged only 13 students per grade served, compared with 22 students for other ICSs and 48 at nearby public schools (III.4).

Outcomes

Measured against national standards, most ICS students were performing in the low to low-average range. Only about 10 percent scored in the top two-fifths of the national distribution, while from 60 to 75 percent were in the bottom two-fifths (III.4).

No significant differences were found among average scores of ICS students, Indians at nearby public schools, and a national sample of 1982 Indian seniors (III.4).

Wide differences in 12th-grade performance were observed among ICSs; school averages ranged from the 57th to the 5th percentile of the national distribution for all U.S. high school seniors (III.4).

Attendance rates at ICSs were lower than national, State, and local public school rates. On average, ICS students missed from 12 to 20 percent of the school year (III.4).

Midyear withdrawal rates at ICSs were 50 to 100 percent higher than for Indian students at nearby comparison schools. Net student turnover was even higher, because of substantial midyear entries (III.4).

Large differences were observed among the 25 ICSs in the study; 5 had very good retention and attendance rates, while at the other extreme 2 had attrition rates of close to 50 percent and average attendance rates of under 70 percent. The study concluded that a number of these schools need special aid and technical assistance or simply may be too small for efficient operations (III.4).

The Department's national longitudinal study of bilingual programs shows that LEP American Indian children scored substantially below national norms; their performance ranged from the 15th percentile to the 35th percentile on standardized achievement tests. According to the study, LEP Indian students' scores for vocabulary, reading, and math declined sharply relative to the national norms from the first to the second grade. However, on a nonverbal aptitude test the Indian students scored at the national norm; these results clearly indicate that academic aptitude does not account for low achievement scores (III.3).

Test scores of schools funded by the Bureau of Indian Affairs show that their students are falling well behind other students nationwide in their ability to demonstrate learning of reading, language, and mathematics (III.5).

III. SOURCES OF INFORMATION

1. A National Impact Evaluation of the Indian Education Act Part A Program (Arlington, VA: Development Associates, 1983).
2. Annual Audit of Indian Education Act Formula Grant Program (Washington, DC: Indian Education Program Office, U.S. Department of Education, 1987).
3. Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools (Arlington, VA: Development Associates, 1988).
4. An Evaluation of Indian-Controlled Schools (Boston, MA: Abt Associates, 1985).
5. Report on BIA Education: Excellence in Indian Education Through the Effective Schools Process (Washington, DC: Office of Indian Education Programs, Bureau of Indian Affairs, U.S. Department of the Interior, 1988).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Neal Shedd, (202) 732-1887

Program Studies : Barbara Coates, (202) 732-1958

SPECIAL PROGRAMS FOR INDIAN STUDENTS--SUBPART 2
(CFDA NUMBERS 84.061 and 84.087)

I. PROGRAM PROFILE

Legislation: Indian Education Act, P.L. 92-318, Title IV, Part B, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title V, Part C, Subpart 2 (25 U.S.C. 2621-2624) (expires September 30, 1993).

Purposes: Subpart 2 (formerly Part B) of the act authorizes--

- o planning, pilot, and demonstration projects to plan for, test, and demonstrate the effectiveness of educational approaches for Indian students at the preschool, elementary, and secondary school levels;
- o educational service projects to serve Indian preschool, elementary, and secondary school students if other educational programs or services are not available to them in sufficient quantity or quality, with a newly authorized activity for projects to reduce the incidence of dropouts among Indian students;
- o educational personnel development projects to train Indians for careers in education;
- o fellowships for Indian students in medicine, clinical psychology, psychology, law, education, business administration, engineering, and natural resources, with priority given to graduate students;
- o Resource and Evaluation Centers to provide technical assistance and disseminate information to Indian education projects and applicants; and
- o Research centers and grants for research and development activities related to the education of gifted and talented Indian students.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$ 5,000,000	1984	\$12,000,000
1975	12,000,000	1985	11,760,000
1980	15,600,000	1986	11,301,000
1981	14,500,000	1987	11,568,000
1982	14,880,000	1988	11,707,000
1983	12,600,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

Subpart 2 projects received 60 new or continuation awards and served approximately 14,700 participants. Program awards included planning, pilot and demonstration projects (16 awards to serve some 7,700 participants); educational services projects (28 awards to serve 6,700 participants); and educational personnel development projects (16 awards to serve 330 participants). The awards went to Indian tribes, organizations, and institutions and colleges and universities to support a variety of activities, including preschool projects, curriculum development, dropout prevention, media/computer-assisted instruction, gifted and talented programs, and alcohol and drug abuse prevention.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Neal Shedd, (202) 732-1887

Program Studies : Barbara Coates, (202) 732-1958

SPECIAL PROGRAMS FOR INDIAN ADULTS--SUBPART 3
(CFDA No. 84.062)

I. PROGRAM PROFILE

Legislation: Indian Education Act, P.L. 92-318, Title IV, Part C, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title V, Part C, Subpart 3 (25, U.S.C. 2631) (expires September 30, 1993).

Purpose: Subpart 3 (formerly Part C) of the act provides assistance for projects designed to improve educational opportunities below the college level for Indian adults.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$ 500,000	1984	\$3,000,000
1975	3,000,000	1985	2,940,000
1980	5,830,000	1986	2,797,000
1981	5,430,000	1987	3,000,000
1982	5,213,000	1988	3,000,000
1983	5,531,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

Generally, the services delivered by Subpart 3 projects concentrated on providing adult basic education and preparation for the high school equivalency examination, according to a 1985 study conducted for the Department (III.1). In FY 1988, adult educational services projects received 25 awards and served approximately 5,000 participants. Services offered included consumer education, career counseling, aptitude and vocational testing, and job referral.

According to the 1985 study (III.1), Subpart 3 projects were doing what the law and regulations intend, that is, they provided educational services, conducted planning, pilot and demonstration projects, or offered a combination of both to the appropriate target population.

Little duplication of services was found between Subpart 3 projects and those funded by other Federal programs such as State grants for adult education funded by the Bureau of Indian Affairs.

III. SOURCES OF INFORMATION

1. An Evaluation of the Indian Education Act, Title IV: Education of Indian Adults (Washington, DC: Pelavin Associates, Inc., 1985).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Neal Shedd, (202) 732-1887

Program Studies : Barbara Coates, (202) 732-1958

DRUG-FREE SCHOOLS AND COMMUNITIES
STATE AND LOCAL PROGRAMS
(CFDA 84.186)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part B, Sections 5121-5127, Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3191-3197) (expires September 30, 1993).

Purpose: To establish and strengthen programs of drug abuse prevention and education in States and local communities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$161,046,000
1988	191,480,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

School-age public and private school pupils (kindergarten through grade 12) are served; high-risk youth are the primary focus of programs operated with Governors' funds.

Services

Programs provide for prevention of drug and alcohol abuse, early intervention, rehabilitation referral, drug awareness education, and training and technical assistance.

Program Administration

Each State allocation is divided between the State education agency (SEA) (70 percent) and the Office of the Governor (30 percent). The SEA must allot at least 90 percent of the funds it receives to local and intermediate education agencies. At least 50 percent of the Governor's funds must be used for programs for high-risk youth.

Outcomes

The 1987 Department of Education Report to Congress and the White House on the Nature and Effectiveness of Federal, State, and Local Drug Prevention/Education Programs found that comprehensive programs to prevent drug abuse hold the most promise by young people. Such programs involve coordinated efforts among the school, parents, youth, and the community.

III. SOURCES OF INFORMATION

Legislation and program files.

IV. PLANNED STUDIES

The Department of Education has contracted for a national evaluation of the implementation of the State and local programs supported by the Drug-Free Schools and Communities Act. The study will examine how these programs are being planned, implemented, administered, and evaluated. It will provide descriptive information on topics such as the kinds of programs and services being implemented; the nature of collaboration among Governors' offices, State departments of education, and State alcohol and drug abuse agencies; and ways to measure the effects of these new programs.

States are required to evaluate the effectiveness of their programs annually and to submit to the Department a biennial report that contains information on the State and local programs conducted with assistance from the act.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen J. King, (202) 732-4599

Program Studies : Elizabeth Farquhar, (202) 732-1958

DRUG-FREE SCHOOLS AND COMMUNITIES
REGIONAL CENTERS PROGRAM
(CFDA 84.188)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part C, Section 5135, Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3215) (Expires September 30, 1993).

Purpose: To provide training and technical assistance to develop and strengthen alcohol and drug abuse education and prevention activities in the schools.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$ 8,752,500
1988	10,019,302

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The centers have provided workshops and onsite technical assistance to administrators, teachers, and counselors in schools and institutions of higher education, parents, community leaders, teacher trainers, and State education agency (SEA) personnel.

Services

Five regional centers train school teams, help SEAs coordinate and strengthen prevention programs, help local education agencies and institutions of higher education develop preservice and inservice training programs, and evaluate and disseminate information about effective prevention programs.

Program Administration

The Department of Education awarded 3-year cooperative agreements to five centers in 1987.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

The Department of Education has awarded a contract to study implementation of the State and local programs of the Drug-Free Schools and Communities Act. This study will look at how States and localities are using services of the regional centers. In addition, under the Department's Fast Response Survey System (FRSS), center clients will answer questions about the centers' services. This information will be used to plan a new competition for centers in 1990, as well as to improve regulations governing this program.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen J. King, (202) 732-4599

Program Studies : Elizabeth Farquhar, (202) 732-1958

DRUG-FREE SCHOOLS AND COMMUNITIES
PROGRAMS FOR HAWAIIAN NATIVES
(CFDA 84.199)

I. PROGRAM PROFILE

Legislation: Drug-Free Schools and Communities Act of 1986 as reenacted by Title V, Part C, Section 5134, Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3214) (expires September 30, 1993).

Purpose: To fund alcohol and drug abuse prevention and education activities of organizations that primarily serve and represent Hawaiian natives.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$ 389,000
1988	445,302

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Hawaiian natives are the target group for services. The grant recipient, Kamehameha Schools in Honolulu, is working with a community of over 20,000, including 3,000 students served by two elementary schools and one intermediate school.

Services

Grantee activities include development of a culturally appropriate curriculum for all grade levels; community-based prevention and referral services; training for parents, coaches, and school staff; and community awareness.

Program Administration

The designee of the Governor of the State of Hawaii administers the program.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen J. King, (202) 732-4559

Program Studies : Elizabeth Farquhar, (202) 732-1958

DRUG-FREE SCHOOLS AND COMMUNITIES
INDIAN YOUTH PROGRAM
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part C, Section 5133, Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3213) (expires September 30, 1993).

Purpose: To fund alcohol and drug education and prevention programs for Indian children who live on reservations and attend schools operated or funded by the Bureau of Indian Affairs.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$1,945,000
1988	2,226,512

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS:

Population Targeting

Indian children attending 182 schools across the United States operated by the Bureau of Indian Affairs.

Services

Alcohol and drug abuse education and prevention programs that include activities such as assistance in implementing curricula, inservice workshops, and special training for students in pursuing drug- and alcohol-free lives.

Program Administration

The program is administered by the Bureau of Indian Affairs in accordance with a Memorandum of Agreement between the Secretary of Education and the Secretary of the Interior.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen J. King, (202) 732-4559

Program Studies : Elizabeth Farquhar, (202) 732-1958

CHRISTA McAULIFFE FELLOWSHIP PROGRAM
(CFDA No. 84.190)

I. PROGRAM PROFILE

Legislation: The Higher Education Act of 1965, as amended, Title V, Part D, Subpart 2 (20 U.S.C. 1113-1113e) (expires September 30, 1991).

Purpose: In 1987, the previously unfunded National Talented Teacher Fellowship Program was renamed in honor of Christa McAuliffe, the teacher killed in the explosion of the space shuttle Challenger. This program provides annual fellowships to outstanding public and private elementary and secondary school teachers in each congressional district in all 50 States, the District of Columbia, the Commonwealth of Puerto Rico, Guam, the Virgin Islands, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands (Palau). A seven-member panel from each State selects fellowship recipients. If appropriations are not sufficient to award one fellowship for each congressional district, the Secretary will publish an alternative method of distribution that is geographically equitable.

Christa McAuliffe Fellows may use awards for projects to improve their knowledge or skills and the education of their students through sabbaticals for study or research, consultation with or assistance to other school systems, development of special innovative programs, or model teacher programs and staff development.

Recipients are required to return to a teaching position in their current school system for at least 2 years following the completion of their fellowships.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$2,000,000
1988	1,915,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Public and private elementary and secondary school teachers.

Services

In 1988, 115 fellowships were awarded to teachers for a total of 230 awards since 1987. Because applications are developed and selected at the State level, the total number of applicants is unknown.

Fellowships have been awarded for projects in many disciplines. About one-third of all fellowships have been awarded for projects in math and science and one-third for projects in the arts and humanities, with some awards in physical education and dance. The remainder of the funds have gone to teachers who are seeking an advanced degree, mostly master's degrees and a few doctorates, and to support writing and publishing books. Most fellowships support new projects, but some awards are made to allow teachers to complete projects that they have been working on for some time.

A sample of the activities of Christa McAuliffe Fellows is as follows:

- o Writing and publishing a book on space science and conducting statewide workshops on the book;
- o Building full-size space stations for students to work in;
- o Buying a satellite dish for a school;
- o Buying computer equipment (many awards are used for this purpose);
- o Building small libraries in particular subject areas for schools;
- o Traveling to Ireland for a comparative study of Irish and American poetry (the recipient worked with Irish students and brought back examples of their work for use in American classes);
- o Conducting biomedical cancer research in London;
- o Creating a dance project for first-graders integrating creative movement and academic learning;
- o Implementing an after-school tutoring program for disadvantaged students at a New York City Catholic school; and
- o Establishing a shelter, including a food pantry, for disadvantaged students at an urban school.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Donna Moore, (202) 732-4659

Program Studies: Joanne Wiggins, (202) 732-1958

WOMEN'S EDUCATIONAL EQUITY
(CFDA 84.083)

I. PROGRAM PROFILE

Legislation: The Women's Educational Equity Act (WEEA) of 1974 (Title IX, Part C of ESEA 1965), as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3341-3348) (expires September 30, 1992).

Purposes: To promote educational equity for women and girls in the United States (including women and girls who suffer multiple discrimination because sex and race, ethnic origin, disability, or age) and to provide financial assistance to enable educational agencies and institutions to meet the requirements of Title IX of the Education Amendments of 1972.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1976	\$ 6,270,000	1984	\$ 5,760,000
1980	10,000,000	1985	6,000,000
1981	8,125,000	1986	5,740,000
1982	5,760,000	1987	3,500,000
1983	5,760,000	1988	3,351,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The program awards grants and contracts to public agencies, nonprofit private agencies, organizations, and institutions—including student and community groups—and individuals to operate programs for women and girls.

Services

The projects that are funded focus on achieving educational equity for women and girls who belong to racial and ethnic minority groups or have disabilities; increasing commitment to Title IX compliance and addressing persistent barriers to achieving educational equity. Thirty-nine grants were awarded in 1988 and over 200,000 persons were served under the program.

Program Administration

A descriptive analysis of the WEEA program was completed in FY 1985 (III.3). The study indicates that WEEA's priority areas and projects overlap other programs funded by the Department of Education and other agencies. Furthermore, the kinds of projects being funded appear to focus on a limited number of persons or a particular institution rather than having a national or statewide scope. Evaluation evidence to justify national dissemination of results from these projects is lacking.

Outcomes

An evaluation of WEEA products and customers conducted by the WEEA Publishing Center states that products have been developed and marketed for specific audiences (III.2). For instance, a vocational education product line has been developed by the WEEA Publishing Center. WEEA Publishing Center sales are reported to have increased significantly as a result of development of specialized products. The majority of respondents to the evaluation survey were new customers (38 percent) or customers for the previous year (22 percent). The survey showed that customers often combine a variety of funding sources to purchase materials, such as the Carl Perkins Act and Job Training Partnership Act which have equity regulations. The materials are most often used with adults in community programs, job training programs, community colleges, or universities, and in secondary schools, followed closely by use with secondary students and staff.

III. SOURCES OF INFORMATION

1. Program files.
2. WEEA Publishing Center, "User Evaluation Analysis" (1988).
3. A Descriptive Analysis of the Women's Educational Equity Program, (Washington, DC: Applied Systems Institute, 1985).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Alice Ford, (202) 732-4351

Program Studies : Audrey Pendleton, (202) 732-3630

MIGRANT EDUCATION--
HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
AND COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
(CFDA Nos. 84.141 and 84.149)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Section 418A, P.L. 89-329, as amended by P.L. 99-498 (20 U.S.C. 1070d-2) (expires September 30, 1991).

Purpose: The High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP) help students who are engaged, or whose families are engaged, in migratory or other seasonal farm work. Grants for both HEP and CAMP are made to institutions of higher education or to other nonprofit private agencies that cooperate with such an institution.

HEP helps persons who are not currently enrolled in school to obtain the equivalent of a secondary school diploma and subsequently to gain employment or to begin postsecondary education or training. CAMP assists students enrolled in the first undergraduate year at an institution of higher education to complete their program of study.

Funding History: 1/

<u>Fiscal Year</u>	<u>Appropriation</u>		<u>Fiscal Year</u>	<u>Appropriation</u>	
	<u>HEP</u>	<u>CAMP</u>		<u>HEP</u>	<u>CAMP</u>
1975	\$5,396,665	2/	1984	\$6,300,000	\$1,950,000
1980	\$6,160,000	1,173,000	1985	6,300,000	1,200,000
1981	6,095,000	1,208,000	1986	6,029,000	1,148,000
1982	5,851,200	1,160,000	1987	6,300,000	1,200,000
1983	6,300,000	1,200,000	1988	7,276,000	1,340,000

1. The Department of Labor began funding HEP and CAMP in 1967, but funding information before 1975 is not available.

2. This figure represents total funding for both HEP and CAMP in FY 1975.

3. Includes a \$750,000 supplemental appropriation for CAMP.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

According to a longitudinal evaluation of the programs completed in 1985, about 3 percent of the known eligible population has been served over the past 20 years. Eighty-three percent of HEP students and 93 percent of CAMP students are Hispanics between the ages of 17 and 20 (III.1).

The HEP program served approximately 2,700 persons, and the CAMP program 280 persons in FY 1988 (III.2).

Services

HEP participants receive developmental instruction and counseling services intended to prepare them (1) to complete the requirements for high school graduation or the general education development (GED) certificate; (2) to pass a standardized test of high school equivalency; and (3) to participate in subsequent postsecondary educational or career activities (III.1).

CAMP programs provide academic and counseling support services, diagnostic and advising services, and financial assistance to first-year college students (III.1).

Program Administration

In FY 1988, 19 HEP programs were funded in 14 States, with grants ranging from \$249,935 to \$396,226. Four CAMP programs were funded in four States, with grants ranging from \$262,611 to \$344,084 (III.2).

The average cost of supporting one HEP participant for the 1987-88 school year was \$2,314; the average cost for one CAMP participant was \$4,301 (III.2).

Other federally funded programs that offered similar services to disadvantaged and low-income students had the following costs per participant in 1987-88: Talent Search at \$111 per participant, and Upward Bound at \$2,458 per participant (III.2).

Outcomes

A report prepared in 1985 found that, since 1980, 81 percent of the students enrolled in HEP programs had passed the GED. Approximately 79 percent of all HEP participants passed the test of high school equivalency while they were enrolled in the program, and the remainder did so at a later time (III.1).

Ninety-two percent of all CAMP students surveyed completed the first year of college, compared with 77 percent of the freshman class nationally. Fifteen percent of CAMP students in a cohort of CAMP participants from 1980 through 1985 completed a 4-year degree program, and 13 percent completed a 2-year degree program. About 1 percent of HEP students completed a 4-year degree program and 5 percent completed a 2-year degree program (III.1).

HEP programs that were directly affiliated with colleges and universities had a success rate 20 to 30 percent higher than programs lacking a direct university affiliation. Programs that specified anticipated outcomes in observable and measurable terms had a success rate 20 to 30 percent higher than those that did not (III.1).

Twenty percent of students admitted into a HEP or CAMP program could not reach stated program objectives because their skill deficiencies were too great for remediation by the programs (III.1).

III. SOURCES OF INFORMATION

1. HEP/CAMP National Evaluation Project, Research Report No. 3: A Comprehensive Analysis of HEP/CAMP Program Participation (Fresno, CA: California State University, October 1985).

2. Program files.

IV. PLANNED STUDIES

A descriptive analysis of HEP and CAMP grantees was begun in early FY 1988. Results will be available in FY 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: John Staehle, (202) 732-4746

Program Studies : James English, (202) 732-1958

EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
ARTS IN EDUCATION
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: The Elementary and Secondary Education Act (ESEA) of 1965, Section 1564 as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (expired September 30, 1993).

Purpose: To conduct demonstration programs on the involvement of disabled people in all the arts, to foster greater awareness of the need for arts programs for the people with disabilities; to sponsor model programs in the performing arts for children and youth; and to support a national network of State arts and education committees.

Funding History 1/

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1976	\$ 750,000	1984	\$2,125,000
1980	3,500,000	1985	3,157,000
1981	2,025,000	1986	3,157,000
1982	2,025,000	1987	3,337,000
1983	2,025,000	1988	3,315,000

1. This program is one of several activities authorized by ESEA, Title I, Part B, Section 1561. The maximum amount authorized for Part B is 6 percent of the amount appropriated for Chapter 2. Section 1561 also establishes a minimum level of \$3,500,000 for the Arts in Education program.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Disabled children and youth, and parents, teachers, and school administrators interested in the arts.

Services

The Very Special Arts (VSA) program serves to integrate the arts into the lives of disabled persons. The Kennedy Center program provides support for the advancement and integration of the arts into basic education programs.

In 1987, Very Special Arts sponsored 600 VSA festivals throughout the country with more than 1 million participants. VSA also sponsored a variety of other projects and provided technical assistance to 47 VSA State organizations. The Kennedy Center program provided support to 47 State committees in its Alliance for Arts Education, in addition to supporting numerous live performances and events through its production arm, Programs for Children and Youth, the American College Theater Festival, and the National Symphony Education Program. Thousands of participants and more than 1 million audience members were served by these events.

Program Administration

Arts in Education is a grant program whose grantees are Very Special Arts and the John F. Kennedy Center for the Performing Arts in Washington, DC.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Carolyn Andrews, (202) 732-4351

Program Studies : Gerald Bushee, (202) 732-1958

EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
INEXPENSIVE BOOK DISTRIBUTION PROGRAM
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: The Elementary and Secondary Education Act of 1965 (ESEA), Section 1563, as amended by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (expires September 30, 1993).

Purpose: To support the distribution of inexpensive books to students from preschool through high school age in order to encourage students to learn to read.

Funding History 1/

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1982	\$5,850,000	1986	\$6,698,000
1983	5,850,000	1987	7,800,000
1984	6,500,000	1988	7,659,000
1985	7,000,000		

1. This program is one of several activities authorized by ESEA, Title I, Chapter 2, Part B, Section 1563. The maximum amount authorized for Part B is 6 percent of the amount appropriated for Chapter 2. Section 1563 also establishes a minimum level of \$8,200,000 for the Inexpensive Book Distribution program.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The program is directed at preschool, elementary, and secondary students.

Services

The program, administered through Reading Is Fundamental, Inc. (RIF), provides inexpensive books to students in conjunction with activities to encourage reading, such as the "In Celebration of Reading Program" and a recognition program for student readers. RIF also arranges discounts for distributors to enable nonprofit project sites such as schools and community organizations to purchase books at reduced rates.

Currently, 3,228 RIF subcontractors (book companies) serve 2,152,085 children in 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam, with 6,817,332 books in 10,348 sites.

As of September 30, 1988, RIF had distributed a total of nearly 57 million books to local groups through its subcontractor book companies.

Program Administration

This program is administered by Reading Is Fundamental, Inc., through a contract with the U.S. Department of Education.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Carolyn Andrews, (202) 732-4351

Program Studies : Joanne Higgins, (202) 732-1958

EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
LAW-RELATED EDUCATION
(CFDA No. 84.123)

I. PROGRAM PROFILE

Legislation: Education Consolidation and Improvement Act (ECIA) of 1981, Public Law 97-35, as amended by Public Law 100-297 (20 U.S.C. 2965) (expires September 30, 1993).

Purpose: To enable children, youth, and adults to become more informed citizens by providing them with knowledge and skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which these are based.

Funding History 1/

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1980	\$1,000,000	1985	\$2,000,000
1981	1,000,000	1986	1,914,000
1982	960,000	1987	3,000,000
1983	1,000,000	1988	3,830,000
1984	1,000,000		

1. This program is one of several activities authorized by ESEA, Title I, Chapter 2, Part B, Section 1561. The maximum amount authorized for Part B is 6 percent of the amount appropriated for Chapter 2. Section 1561 also established a minimum level of \$3,200,000 for the Law-Related Education programs.

II. FY 1988 INFORMATION AND ANALYSIS

Population Targeting

Local, State, and national awards predominantly serve students in public and private schools from kindergarten through grade 12. Two nationwide projects, operating in partnership with local and State bar associations, offer technical assistance to strengthen law-related education across the country. The national projects are operated by the American Bar Association and Wake Forest University, Winston-Salem, North Carolina.

Services

Law-related education covers a wide range of subjects such as fundamental legal principles and the values on which they are based; the Bill of Rights and other constitutional law; the role and limits of law in a democratic society both past and present; the Federal, State, and local lawmaking process; the role of law in avoiding and resolving conflicts; the administration of the criminal, civil, and juvenile justice systems; and issues of authority, freedom, enforcement, and punishment. Law-related education uses a variety of learning approaches, ranging from mock trials presided over by volunteer trial judges to discussions by young children about the legal issues implicit in "Goldilocks and the Three Bears."

Outcomes

A 3-year research study on the impact of law-related education activities on students was completed in 1984. It was the second national study of the effectiveness of law-related education activities and was sponsored by the U.S. Department of Justice, with support from the U.S. Department of Education. The study, published in 1984, confirmed previous findings that law-related education, when taught according to specific, identifiable standards, can serve as a deterrent to delinquent behavior.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Janice Williams-Madison, (202) 732-4358

Program Studies : Elizabeth Farquhar, (202) 732-1958

MATHEMATICS AND SCIENCE STATE GRANT PROGRAM
(CFDA No. 84.164)

I. PROGRAM PROFILE

Legislation: Education for Economic Security Act, Title II, P.L. 98-377 as amended by the Hawkins-Stafford Elementary and Secondary Improvement Amendments of 1988, Dwight D. Eisenhower Mathematics and Science Education Act, Title II, Part A, P.L. 100-297 (20 U.S.C. 2982) (expires September 30, 1993).

Purpose: To provide financial assistance to States, Territories, and schools operated by the Bureau of Indian Affairs to improve the skills of teachers and the quality of instruction in mathematics and science education in public and private elementary and secondary schools.

Funding History

<u>Fiscal Year</u>	<u>Appropriation 1/</u>
1984	0
1985	\$ 90,100,000
1986	39,182,000
1987	72,800,000
1988	108,904,000

1. The appropriation amount excludes Title II National programs.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The newly reauthorized program supports preservice and inservice training and retraining of teachers and other school personnel in the fields of mathematics and science. Over 90 percent of all local education agencies (LEAs) and approximately 1,500 institutions of higher education have participated in the program (III.1).

Services

States conduct a full range of teacher training programs, with particular emphasis on meeting needs they identified in the State needs assessment, particularly in improving qualifications of current teaching staff; developing curricula, instructional materials, and equipment; and improving the access of historically underrepresented and underserved students to mathematics and science instruction (III.2). Institutions of higher education often provide services in partnership with businesses, museums, and other community organizations. To provide services more cost-effectively, many small LEAs form consortia, which set priorities and obtain training and other services to address the needs identified in local and State needs assessments.

Program Administration

Generally, the State administrators of the Title II program and the Chapter 2 program of the Education Consolidation and Improvement Act (ECIA) of 1981 cooperate closely (III.2). Although cooperation between the State education agency (SEA) for elementary and secondary education and the State agency for higher education is required under current law, the degree of actual cooperation varies widely across the Nation. In the majority of States, the degree of cooperation may be characterized as a systematic sharing of program information. At the State level, especially in higher education, there has generally been a substantial contribution of in-kind services from the administering agencies.

Funds for LEAs are allocated in accordance with student enrollment counts and poverty criteria. Many received very little funding. Urban areas, with larger school enrollments tend to receive more funding than smaller, rural areas. Many LEAs that received modest funds (e.g., less than \$500) either did not participate in the program or formed consortia to receive needed services.

States, and particularly SEAs, have been encouraged to consider their teacher training needs and to develop initiatives in mathematics and science, computer learning, and foreign languages (III.3) to address their training needs. A review of the legislatively mandated State needs-assessment reports indicates that most States have difficulty defining their most pressing needs and pursuing activities that go much beyond traditional inservice training activities. According to the report, the greatest need for improvement in teacher qualifications appears to be in science teaching at the elementary level and, to a lesser degree, in elementary mathematics teaching, particularly in improving problem-solving approaches to instruction. At the secondary level, the major need was for updating content knowledge of teachers in mathematics, science, and foreign languages.

Activities to date have primarily emphasized science and mathematics instruction. Under the new law, funds may no longer be used for projects in foreign language instruction. Computer instruction projects are authorized only in the context of mathematics and science programs, and only LEAs with at least a 50 percent low-income population can use funds to purchase computer or telecommunications equipment.

The program has also focused attention on improving access to instruction in these critical subjects by historically underrepresented and underserved groups, such as females and minorities. The program has provided activities designed to raise teachers' awareness of the need to encourage such students to participate in mathematics and science.

Improvement Strategies

Model reporting instruments have been developed by the Title II National Steering Committee in order to facilitate the development of the kind of common data base that can be used to identify and analyze program needs effectively. The use of the instruments is voluntary, but most States have chosen to use them for all or part of their reports.

III. SOURCES OF INFORMATION

1. Program files.

2. Title II of the Education for Economic Security Act: An Analysis of First-Year Operations (Washington, DC: Policy Studies Associates, Inc., 1986).
3. State Needs Assessments, Title II EESA: A Summary Report (Washington, DC: Decision Resources Corporation, 1987).

IV. PLANNED STUDIES

A 2-year national study of the Title II program was awarded in FY 1988. It will primarily describe program operations and administration.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen Schmieder, (202) 732-4336

Program Studies : Joanne Higgins, (202) 732-1958

MAGNET SCHOOLS ASSISTANCE PROGRAM
(CFDA No. 84.165)

I. PROGRAM PROFILE

Legislation: The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 P.L. 100-297 (Title III) (20 U.S.C. 3021-3032) (expires September 30, 1993).

Purposes: To provide financial assistance to eligible local education agencies (LEAs) to support (1) the elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students; and (2) courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and marketable vocational skills of students attending these schools.

Grants are awarded to eligible LEAs for use in magnet schools that are part of a court-ordered or federally approved desegregation plan and are designed to bring together students from different social, economic, ethnic, and racial backgrounds. LEAs may use Magnet Schools Assistance funds for (1) planning and promotional activities directly related to the expansion, continuation, or enhancement of academic programs and services offered at magnet schools; (2) purchasing books, materials, and equipment (including computers) and paying for the maintenance and operation of such equipment in magnet school programs; and (3) paying the salaries of elementary and secondary school teachers in magnet schools.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1984	\$75,000,000
1985	75,000,000
1986	71,760,000
1987	75,000,000
1988	71,805,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

LEAs undergoing desegregation under a plan certified as eligible by the Department of Education's Office for Civil Rights.

Services

Programs serve students from kindergarten through grade 12 in a wide range of academic and vocational programs. Some of the more unusual program curricula include classical studies; international business and commerce; broadcast journalism; Arabic, Chinese, Japanese, and Russian languages; computer

technology; creative and performing arts; and environmental studies. Some schools integrated English as a Second Language into their program curriculum. In FY 1988, there were 38 continuation awards to LEAs in 19 States. Grants ranged from \$291,407 to \$4,000,000, and program enrollment ranged from 3,000 to 20,000 students (III.1).

Program Administration

In October 1987, the U.S. General Accounting Office (GAO) reviewed the Department's process for making grant awards for this program. The completed document, Magnet Schools: Information on the Grant Award Process, indicates that the award process is fair and based on an objective assessment of applications (III.2).

Outcomes

A 1983 study indicated that magnet schools can provide high-quality education for all types of students. They also have a positive effect on desegregation at the district level and on integration at the school level (III.3).

A 1987 study on school desegregation efforts concluded that voluntary magnet school desegregation plans increase interracial exposure over the long term and enhance the reputation of the school system, which may be particularly important to systems with a high proportion of minority students (III.4).

III. SOURCES OF INFORMATION

1. Program files.
2. Magnet Schools: Information on the Grant Award Process (Washington, DC: U.S. General Accounting Office, October 1987).
3. Survey of Magnet Schools: Analyzing A Model for Quality Integrated Education, a report prepared for the U.S. Department of Education, Office of Planning, Budget, and Evaluation by James H. Lowry and Associates, Washington, DC, 1983.
4. C. Rossell and R. Clarke, The Carrot or the Stick in School Desegregation Policy?, a report to the National Institute of Education, Grant NIE-G-83-0019 (Boston, MA: March 1987).

IV. PLANNED STUDIES

A national study of federally supported magnet schools and other schools of choice is tentatively planned for FY 1990.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Annie R. Mack, (202) 732-4358

Program Studies : Gerald Bushee, (202) 732-1958

EDUCATION FOR HOMELESS CHILDREN AND YOUTH
(CFDA No. 84.196)

I. PROGRAM PROFILE

Legislation: Stewart B. McKinney Homeless Assistance Act, P.L. 100-77, Title VII, Subtitle B--Education for Homeless Children and Youth, as amended (42 U.S.C.-721 et seq.) (authorized through FY 1990).

Purpose

Grants are provided to SEAs to ensure that homeless children and youth have access to a free, appropriate public education. Funds are distributed to SEAs in the same proportions as under Chapter 1 of the Education Consolidation and Improvement Act of 1981 (ECIA), (P.L. 97-35). Funds provide for establishing an Office of Coordinator of Education of Homeless Children and Youth, and for preparing and carrying out a State plan.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$4,600,000
1988	\$4,787,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The target population is homeless children and youth, especially those who may not be receiving a free, appropriate public education.

Services

This program does not provide direct educational services to children. Primary efforts are to gather data on the number and location of homeless children and youth and to develop and carry out a State plan for their education. Data gathering by SEAs is primarily directed toward LEAs, service providers, shelter operators, and advocacy groups. Strategies involved in implementing the State plans include reviewing and revising residency requirements that exist as components of compulsory school attendance laws, and ensuring that each child or youth has access to a free, appropriate education. Objectives include alleviation of problems of access to and placement of children and youth in schools and the alleviation of difficulties in identifying the special needs of such children.

Program Administration

Under the program, each of the 50 States, the District of Columbia, and Puerto Rico has established an Office of Coordinator of Education of Homeless Children and Youth.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Jean LeTendre, (202) 732-4682

Program Studies : Howard Essl, (202) 732-1958

OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

BILINGUAL EDUCATION PROGRAMS--
DISCRETIONARY GRANTS TO LOCAL EDUCATION AGENCIES--PART A
(CFDA No. 84.003)

I. PROGRAM PROFILE

Legislation: The Bilingual Education Act of 1984, P.L. 98-511, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title VII, Part A (20 U.S.C. 3281-3341) (expires September 30, 1993).

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$ 7,500,000	1983	\$ 86,526,000
1970	21,250,000	1984	89,567,000
1975	53,370,000	1985	95,099,000
1980	115,863,000	1986	91,010,000
1981	107,017,000	1987	99,161,000
1982	86,579,000	1988	101,198,000

Purpose: To assist local education agencies (LEAs) and other eligible grantees in the development and support of instructional programs for students with limited English proficiency (LEP). Part A programs receive at least 60 percent of Bilingual Education Act funds.

Program Components: Discretionary grants are awarded to LEAs and other eligible recipients to develop and conduct the following types of programs:

- o Transitional Bilingual Education. A program of structured English-language instruction and, to the extent necessary to allow a LEP child to achieve competence in English, instruction in the native language of the child, incorporating the cultural heritage of the child and other children in American society. Such instruction must, to the extent necessary, be in all courses or subjects of study to allow a LEP child to meet grade promotion and graduation requirements.
- o Developmental Bilingual Education. A full-time program of structured English-language instruction and instruction in a non-English language designed to help LEP children achieve competence both in English and in a second language while mastering subject-matter skills. The instruction must be, to the extent necessary, in all courses or subjects of study to allow a child to meet grade promotion and graduation requirements. Where possible, classes must be composed of approximately equal numbers of students whose native language is English and LEP students whose native language is the second language of instruction and study in the program.
- o Special Alternative Instruction. A program designed to provide structured English-language instruction and special instructional services that will allow a LEP child to achieve competence in the English language and to meet grade promotion and graduation standards. These programs are neither transitional nor developmental but have specially designed curricula and are appropriate for the particular linguistic and instructional needs of the children enrolled. No native language instruction is required.

- o Academic Excellence. A program to facilitate the dissemination of effective bilingual practices of transitional or developmental bilingual education or special alternative instruction projects that have an established record of providing effective, academically excellent instruction and are designed to serve as models of exemplary programs.
- o Family English Literacy. A program of instruction to help LEP adults and out-of-school youth achieve competence in English; the subject matter may be taught either entirely in English or bilingually. Preference for participation is given to parents and immediate family members of students enrolled in other programs assisted under the Act.
- o Special Populations. Programs of instruction for LEP students in preschool, special education, and gifted and talented programs, that are preparatory or supplementary to programs such as those assisted under the Act.

FY 1988 Grant Awards

<u>Program Type</u>	<u>Number of Proposals Funded</u>	<u>Funding</u>
Transitional Bilingual Education	527	\$ 82,676,264
Developmental Bilingual Education	2	250,000
Special Alternative Instruction	62	6,361,500
Academic Excellence	11	1,517,614
Family English Literacy	39	4,524,437
Special Populations	36	5,868,185
TOTAL	<u>677</u>	<u>\$101,198,000</u>

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

According to a 1987 General Accounting Office (GAO) report based on State education agency estimates, there were 1.5 million LEP students in school year 1985-86 (III.1).

According to data from the National Longitudinal Study of Bilingual Education, there were approximately 1.35 million language minority (LM)-LEP students in grades K-12 as defined by local school districts in the fall of 1983; approximately 767,000 were in grades K-6 (III.2).

Almost all districts (97 percent) with LM-LEP students in grades K-6 offered special instructional services, and some sort of special services were actually being received by approximately 94 percent of these students. However, in the judgment of about 12 percent of teachers, additional language-minority children needed LM-LEP services (III.2).

Three-quarters of the districts reported having official criteria for selection of students for bilingual project services; 91 percent of the districts that did not have official criteria have fewer than 200 LEP students. Ninety-one percent of districts required a combination of at least two of the following criteria: staff judgment, English oral proficiency tests, and English reading or writing tests. Of the three methods, English reading or writing tests were the least frequently used. The most frequently used criteria for identifying children to exit the program were the same as the most frequently used criteria for initial selection (III.2).

A recently completed study of student selection procedures found that, when a student speaks some English, different oral language proficiency tests often disagree as to whether the student should be classified as LEP. Classification of such students as LEP depends on what test is used and how high or low a local district chooses to set the test's cut-off score for selection into the program (III.3).

Approximately 234,000 students were served in projects funded under Title VII Part A in 1988 (III.4).

Services

According to an ongoing study of three instructional approaches for bilingual education, classroom observations of teachers and students show that the immersion strategy and early-exit and late-exit transitional programs (viz., those which transition students from bilingual instruction into English-only classrooms) differ with respect to the amount of English used for instruction. English is used almost exclusively in immersion strategy classrooms, early-exit teachers use English two-thirds of the time in the first grade and 97 percent of the time in third grade; and late-exit teachers use English about 20 percent in first grade and 67 percent in fifth grade (III.5).

The three approaches use similar instructional strategies, however. In all three, classroom activities tend to be teacher-directed; students have limited opportunities to produce language, so the language learning environment is passive. Across all three approaches, teachers' questions are typically simple requests for information recall (III.5).

Across all three approaches, students were engaged in their assigned tasks the majority of the time. On average, more than 80 percent of the time allotted for task completion was spent working on the task. The general research in school improvement has noted that time on task is one of the few characteristics of classrooms that has been consistently associated with higher student achievement (III.5).

Teachers in all three approaches had sufficiently good oral English language skills to teach effectively in English. However, on average, only the late-exit program had teachers with Spanish oral language skills that were sufficiently good to teach in Spanish (III.5).

According to data from the National Longitudinal Study of Bilingual Education, there are important differences in the kind and amount of instruction received by LM-LEP students of different language backgrounds. For example, Spanish language students were slightly less likely to receive instruction in English oral language development than were other language students (96 vs. 98 percent in grade 1). Spanish-language students were more likely to receive instruction in their native language arts than were other students (72 vs. 16 percent in grade 1; 59 vs. 11 percent in grade 3). They also received more instruction presented in their native language (7.0 vs. 4.7 mean hours/week in grade 1; and 6.0 vs. 5.0 mean hours/week in grade 3) (III.2).

Data showed that, for the most part, students who began the year receiving academic instruction using the native language continued throughout the year receiving this type of instruction, although often the extent of native language use was less by year's end. Also there was less use of the native language in instructing third-grade LM-LEP students (5.9 mean hrs/week) than first graders (7.0 mean hrs/week) (III.2).

A special study of American Indian students in a sample of 11 public and tribal schools receiving Title VII funds found that the major portion of the overall instruction these students received was in English language arts: approximately 58 percent of the weekly hours received by the second graders and 47 percent of the hours received by fourth graders. About 71 percent of the second graders received special instruction in English; about 43 percent of the fourth graders received such instruction. Overall, the students received less than 2 hours a week in the language arts of the Indian language. (Not all the American Indian students studied were identified or served as LEP under Title VII. Nor were the instructional activities studied funded exclusively under Title VII.) (III.6).

Program Administration

According to data from the National Longitudinal Study, funding to support special services for LEP students is largely a combination of Federal and State monies: in school year 1983-84, 75 percent of districts used Federal funds (e.g., 64 percent used Chapter 1 funds, 21 percent used Title VII funds, 19 percent used Indian education funds, and 17 percent used Migrant Education Program funds) and 62 percent received State funding (III.2).

Although local funds were not used exclusively in any districts, local funds were used for special services to LEP students in 36 percent of districts. Local funds were more likely to be used in districts with large total enrollments and large numbers of LEP students (III.2).

Outcomes

The relative effectiveness of different service delivery mechanisms for bilingual education has yet to be determined, because--

- o research findings about the merits of the different service delivery mechanisms are contradictory and inconclusive (III.7) and
- o in many cases, the quality of reported evaluation data has been too poor to allow for meaningful analysis (III.8).

Nonetheless, the recent study of services for American Indian students found that these students scored substantially below the national norm on standardized achievement tests. On a nonverbal aptitude test, however, these students scored at about the national norm (III.6).

Improvement Strategies

The ongoing National Longitudinal Study (III.2) and Immersion Study (III.5) are attempting to examine more systematically the issue of effective service delivery mechanisms. Final reports for both studies should be available in late FY 1989. In addition, the Department awarded, in late FY 1987, a new contract to develop and demonstrate innovative approaches for educating LEP students. Findings from this study should be available in FY 1990.

According to an ED-sponsored meta-analysis of local evaluations of bilingual education projects, 29 percent of the reports submitted to the Department before 1981 contained no usable data. Even those reports that could be analyzed omitted much general information that could have aided interpretation; for example, information on socioeconomic status was missing from 61 percent of the reports; information on student selection was missing from 92 percent; and information on exit criteria was missing from 95 percent (III.8).

Both the Bilingual Evaluation Models contractor and the Evaluation Assistance Center (EAC) contractors have recently reported that local project staff want the Department of Education to give them more specific evaluation requirements and more help in meeting the requirements (III.9).

In FY 1988, ED completed a study to refine and field-test evaluation models (III.10) for use by local bilingual education grantees.

III. SOURCES OF INFORMATION

1. Bilingual Education: Information on Limited English Proficient Students (Washington, DC: U.S. General Accounting Office, April 1987).
2. LEP Students: Characteristics and School Services (Arlington, VA: Development Associates, December 1984).
3. Selection Procedures for Identifying Students in Need of Language Services (Washington, DC: Pelavin Associates, 1988).
4. Program files.
5. Second Year Report: Longitudinal Study of Immersion Programs for Language-Minority Children (Mountain View, CA: SRA Technologies, October 1986).
6. Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools (Arlington, VA: Development Associates, 1988).
7. K. Baker and A. deKanter, "Federal Policy and the Effectiveness of Bilingual Education," In K. Baker and A. deKanter, eds., Bilingual Education: A Reappraisal of Federal Policy (Lexington, MA: Lexington Press, 1983).

8. Synthesis of Reported Evaluation and Research Evidence on the Effectiveness of Bilingual Education: Basic Projects, Final Report: Tasks 1-6 and Tasks 7-8 (Los Alamitos, CA: National Center for Bilingual Research, 1982 and 1983).
9. The Evaluation of Bilingual Education Programs for Language-Minority, Limited-English-Proficient Students: Field Test Summary Report (Mountain View, CA: RMC Research Corporation, June 1987).
10. Bilingual Education Evaluation System: Users' Guide, Volume I - Recommended Procedures, Volume II - Technical Appendices; and Abbreviated Recommendations for Meeting the Evaluation Requirements (Mountain View, CA: RMC Research Corporation, November 1987).

IV. PLANNED STUDIES

Several new studies were awarded in FY 1988. These studies will examine patterns of course taking for bilingual students, and exemplary alternative programs.

Studies are planned for FY 1989 to examine the demand for bilingual educational personnel, the capacity of local projects to maintain bilingual education in the absence of Federal funds, local evaluation practices and use of data for improvement, and exemplary practices in teaching English to LEP adults.

A national descriptive study of bilingual education programs is planned to begin in FY 1990.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Rudy Munis, (202) 732-5703--Transitional Bilingual Education, Special Alternative Instructional Programs, and Developmental Bilingual Education Programs

Mary Mahony (202) 732-5725--Academic Excellence, Special Populations, Family English Literacy Programs, and Development of Instructional Materials

Edward Fuentes, (202) 732-5072--Research and Evaluation

Program Studies : James English, (202) 732-1958

BILINGUAL EDUCATION PROGRAMS--DATA COLLECTION,
EVALUATION, AND RESEARCH--PART B
(CFDA No. 84.003)

I. PROGRAM PROFILE

Legislation: Part B of the Bilingual Education Act of 1988, Title VII of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, (20 U.S.C. 3281-3341) (expires September 30, 1993).

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	0	1983	\$ 16,557,000
1970	0	1984	13,502,000
1975	\$ 7,830,000	1985	10,600,000
1980	20,775,000	1986	9,991,000
1981	18,375,000	1987	10,370,000
1982	18,957,000	1988	9,928,000

Purposes: To support (1) the collection of data on the number of persons with limited English proficiency (LEP) and the educational services available to them; (2) the evaluation of Title VII program operations and effectiveness; (3) research to improve the effectiveness of bilingual education programs; and (4) the collection, analysis, and dissemination of data and information on bilingual education.

Program Components: Contracts and grants are made under Part B to support the following activities:

- o State Program grants provide assistance to State education agencies (SEAs) to collect, analyze, and report data on the population of LEP persons and the educational services provided or available to them. The State grants may also be used to provide technical assistance to and coordination with bilingual education projects in the State. Only SEAs are eligible to apply for these program grants.
- o Evaluation Assistance Centers (EACs) provide, through contracts with institutions of higher education (IHEs), technical assistance to SEAs or local education agencies (LEAs) in techniques for assessing the educational progress achieved through programs such as those assisted under the act and for identifying the educational needs and competencies of LEP students. IHEs are the only eligible offerors for these contracts.
- o The National Clearinghouse on Bilingual Education collects, analyzes, and disseminates information on bilingual education and related programs.

- o The Bilingual Research and Evaluation Program carries out a number of mandated studies to examine and improve the operations and effectiveness of bilingual education programs and practices. Awards under the Bilingual Research and Evaluation Program are made on a competitive basis. Eligible applicants include IHEs, private for-profit and nonprofit organizations, SEAs, LEAs, and individuals.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

In FY 1988, the Department awarded 52 State Program grants, as well as contracts for two Evaluation Assistance Centers, one Special Issues Analysis Center, and one National Clearinghouse for Bilingual Education (III.1).

Several major research and evaluation studies were begun or continued in FY 1988: The ongoing studies were the "National Longitudinal Evaluation of the Effectiveness of Services for Language-Minority Limited English Proficient Students," which will be completed in late FY 1989; the "Longitudinal Study of Immersion and Other Selected Programs in Bilingual Education," which will be completed in late FY 1989; and a study of "Innovative Approaches for Educating LEP Students," which will be completed in FY 1990.

The new studies funded in FY 1988 were an "Analysis of EAC Staffing," which will be completed in FY 1989; a study of the Bilingual Fellows program, which will be completed in FY 1990; and an examination of the "Significant Features of Exemplary Alternative Programs," which will be completed in FY 1991.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

Studies are planned for FY 1989 to examine capacity building, local evaluation practices and use of data for improvement, the Bilingual Education Personnel Training Program, and exemplary practices in teaching English to LEP adults. A "National Descriptive Study of Bilingual Education Programs" is planned to begin in FY 1990.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Rudy Munis, (202) 732-5703--State Education Agency Program

Edward Fuentes, (202) 732-5072--Research, Evaluation Assistance Centers, Bilingual Clearinghouse

Program Studies : James English, (202) 732-1958

BILINGUAL EDUCATION PROGRAMS--TRAINING
AND TECHNICAL ASSISTANCE--PART C
(CFDA No. 84.003)

I. PROGRAM PROFILE

Legislation: Part C of the Bilingual Education Act of 1988, Title VII of the Augustus F. Hawkins--Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3281-3341) (expires September 30, 1993).

Funding History:

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	0	1983	\$31,288,000
1970	0	1984	32,620,000
1975	\$21,000,000	1985	33,566,000
1980	30,325,000	1986	32,123,000
1981	32,075,000	1987	33,564,000
1982	28,836,000	1988	35,447,000

Purpose: To develop the human resources necessary to develop and conduct instructional programs for students with limited English proficiency (LEP). Part C programs receive a minimum of 25 percent of Bilingual Education Act Funds.

Program Components: Grants and contracts are awarded under Part C to support the following activities:

- o Educational Personnel Training. This program provides financial assistance to institutions of higher education (IHEs) to establish, operate, or improve projects to train teachers, administrators, paraprofessionals, parents, and other personnel participating or preparing to participate in programs for LEP students.
- o Fellowships. This program provides fellowships at qualified IHEs for postbaccalaureate study in bilingual education including teaching, training, curriculum development, research and evaluation, and administration. Recipients are required to work in an area related to programs for LEP persons or to repay their fellowships.
- o Training Development and Improvement Program. This program provides financial assistance to IHEs to encourage reform, innovation, and improvement in training programs.
- o Short-Term Training. This program provides financial assistance for the operation of training projects to improve the skills of parents and educational personnel participating in programs for LEP persons.
- o Multifunctional Resource Centers (MRCs). Contractors provide technical assistance and training to SEA and LEA staff providing programs for LEP students.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

In FY 1988, Part C funds were awarded as follows (III.1):

<u>Program</u>	<u>Number of Awards</u>	<u>Funding</u>
Educational Personnel Training	173	\$24,874,870
Fellowships	0	0
Training Development, and Improvement	5	363,130
Short-Term Training	15	1,469,922
MRCs	<u>16</u>	<u>8,739,078</u>
TOTAL	209	\$35,447,000

A recent study of nine Title VII projects noted that the projects provide inservice training through a combination of two of the following three basic service delivery mechanisms: (1) use of in-house staff, (2) use of outside consultants, and (3) use of previously developed training packages. The combination of training package and consultant use was observed frequently. Generally, the training package involves credit-bearing university or college course work leading to certification in bilingual education or English as a Second Language (ESL) for the project staff. The use of consultants was typically thought to complement the university training by presenting more practical ideas aimed at the specific needs of district staff (III.2).

Although the MRCs have not been evaluated, a 1987 evaluation of the previously funded Bilingual Education Multifunctional Support Centers (BEMCs) reported that Title VII districts were the primary focus of BEMSC technical assistance services and that teachers were the most frequent recipients of BEMC services (III.3).

In FY 1985, training accounted for 54 percent of BEMSC service time; technical assistance accounted for the remaining 46 percent. BEMSC training was provided through workshops, institutes, seminars, symposia, and regional conferences. Sixty-four percent of BEMSC technical assistance hours were provided onsite.

Most BEMSCs were operated by institutions of higher education (13 of 16) and had similar staffing patterns. The BEMSC cost of providing 1 hour of onsite training and technical assistance in FY 1985 ranged from \$208 to \$1,055; the average cost was \$368. The cost per client served ranged from \$38 to \$249; the average was \$113 (III.3).

III. SOURCES OF INFORMATION

1. Program files.
2. A Study of Alternative Inservice Staff Development Approaches for Local Education Agencies Serving Students of Limited English Proficiency (Arlington, VA: Arawak Consulting Corporation, August 1986).

3. Review of the Bilingual Education Multifunctional Support Centers
(Washington, DC: Pelavin Associates, Inc., September 1987).

IV. PLANNED STUDIES

Studies of the Fellowship Program, the Educational Personnel Training Program, and Bilingual Teacher Supply and Demand were begun by the Department in late FY 1988. The Department plans to begin studies of adult English instruction and parent training programs and the Short-Term Training Program in FY 1989 and FY 1991.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Mahony, (202) 732-5725

Edward Fuentes, (202) 732-5072--Research and
Evaluation

Program Studies : James English, (202) 732-1958

TRANSITION PROGRAM FOR REFUGEE CHILDREN--
FORMULA GRANTS TO STATE EDUCATION AGENCIES
(CFDA No. 84.146)

I. PROGRAM PROFILE

Legislation: The Refugee Act of 1980, Section 412, P.L. 96-212 (8 U.S.C. 1522); Refugee Assistance Extension Act of 1986, P.L. 99-605 (expires September 30, 1989).

Purpose: To provide Federal assistance to State education agencies (SEAs) and local education agencies (LEAs) to meet the special educational needs of eligible refugee children enrolled in elementary and secondary schools. The grants may be used for special English instruction, special curriculum materials, bilingual teachers and aides, remedial classes, and guidance and counseling services required to bring these children into the mainstream of the American education system.

The program provides grants to SEAs to assist LEAs in providing special services to eligible children. To participate, States must have an approved plan on file.

Funding History 1/

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1981	\$44,268,000	1985	16,600,000
1982	2/	1986	15,886,000
1983	16,600,000	1987	15,886,000
1984	16,600,000	1988	15,209,000

1. From FY 1980 through FY 1986, appropriations were made to the Department of Health and Human Services. These funds were then transferred to the Department of Education for distribution.

2. Appropriations for FY 1981 were used for FY 1982 as well.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1988, 47 SEAs, reporting 77,854 eligible children enrolled in 1,290 LEAs, applied for Refugee Program funds (III. 1).

Most of the Refugee Program's LEA subgrants are for less than \$5,000. In FY 1987, 23 percent were for less than \$500; 73 percent were for less than \$5,000; 23 percent were in the range from \$5,000 to \$50,000; only 4 percent exceeded \$50,000 (III. 2).

In FY 1988, the Department issued a Notice of Proposed Rulemaking (NPRM) that proposes to change the definition of "eligible children." It would limit eligibility to elementary and secondary school students who have been admitted into the United States for no more than 2 years at the elementary school level or no more than 3 years at the secondary school level.

To simplify the collection of information and the award of grants and subgrants, the NPRM would revise the allocation formula by deleting the weighting factors and reducing the categories of refugee children to be counted from 10 categories to 2 categories (III. 3).

Program Administration

SEAs apply for Refugee Program grants in order to assist LEAs in providing supplementary educational services (including special English language instruction, bilingual education, remedial instruction, and testing for needs assessment) as well as guidance and counseling services to eligible refugee children. Inservice training for educational personnel and parents of eligible refugee children is another authorized program activity. An SEA may reserve up to 1 percent of its total grant for administration and technical assistance (III. 3).

The NPRM proposes to eliminate the Development and Dissemination Projects Program. That discretionary grant program was established in the current regulations so the Secretary could make funds available for projects proposing to meet the need for instructional materials and techniques used in providing special educational services to refugee children. No grants have ever been awarded under this grant-making authority (III. 3).

Improvement Strategies

To simplify the applications submitted under this program, the NPRM would delete the current requirements that SEAs submit certain assurances and describe services to be provided with assistance received under this program. To further reduce the application burden, the NPRM would permit an SEA's count of refugee children to be taken over a longer time period than on the specific date now required. The NPRM would restrict funding to only those LEAs enrolling 20 or more eligible refugee students. The NPRM would eliminate the Secretary of Education's emergency funding authority, which has never been used. The NPRM would permit an SEA to arrange to provide services to children, either directly or through a bypass arrangement, when an eligible LEA cannot or does not apply for a subgrant (III. 3).

III. SOURCES OF INFORMATION

1. Program files.
2. Distribution of State-Administered Federal Education Funds: Twelfth Annual Report (Washington, DC: U.S. Department of Education, 1988).
3. "Notice of Proposed Rulemaking." Federal Register, Friday, February 26, 1988, pp. 5956-59.

IV. PLANNED STUDIES

A descriptive evaluation of the refugee education program is to begin in FY 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Johnathan Chang, (202) 732-5708

Edward Fuentes, (202) 732-5072--Research and
Evaluation

Program Studies : James English, (202) 732-1958

EMERGENCY IMMIGRANT EDUCATION PROGRAM
(CFDA No. 84.162)

I. PROGRAM PROFILE

Legislation: The Emergency Immigrant Education Act, Title IV, Part D of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3121-3130) (expires September 30, 1993).

Purpose: To assist State education agencies (SEAs) and local education agencies (LEAs) in providing supplementary educational services and offsetting costs for immigrant children enrolled in elementary and secondary public and nonpublic schools. The eligible recipients are the States, which then distribute the funds to LEAs within the State according to the number of immigrant children.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1984	\$30,000,000
1985	30,000,000
1986	28,710,000
1987	30,000,000
1988	29,969,000 ^{1/}

1. Includes a \$1,247,000 reappropriation to the State of Texas.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Children eligible for the Emergency Immigrant Education Program are defined by the new statute as "children who were not born in any State and who have been attending schools in one or more States for less than three complete academic years." An SEA may apply (1) if there are 500 eligible children in the State, or (2) if eligible children constitute 3 percent of enrollment in one or more LEAs in the State. The count of eligible children may be taken at any time in the school year; proper documentation of legal immigrant status is not required to establish a child's eligibility for the program (III.1).

In FY 1988, the program served 427,870 immigrant students in 29 states, Puerto Rico, and the District of Columbia (III.1).

One percent of the Immigrant Program's LEA subgrants were less than \$500 in FY 1987; 29 percent were less than \$10,000; 46 percent were in the range from \$10,000 to \$49,999; 15 percent were in the range from \$50,000 to \$100,000; and 10 percent were over \$100,000 (III.2).

The Bureau of the Census estimates that 18 percent of the undocumented population counted in the 1980 Census was under 15 years of age; about 21 percent of the undocumented Mexicans were under 15 years of age (III.3).

Fifty-seven percent of children born outside the United States and 69 percent of children who entered the United States in the past 5 years scored under the 20th percentile on language proficiency tests (III.4).

Services

The Emergency Immigrant Education Program makes grants to SEAs and LEAs to provide supplementary educational services (including, but not limited to, English-language instruction, other bilingual educational services, and special materials and supplies); to provide inservice training; and to offset the costs of "additional basic instructional services that are directly attributable to the presence of eligible children" (i.e., supplies, overhead costs, construction costs, acquisition or rental of space) (III.1).

Improvement Strategies

The new statute requires reporting on the expenditure of program funds by SEAs, LEAs, and the Department of Education every 2 years. In 1988, the Department proposed statutory language to add a "supplement, not supplant" provision to the Emergency Immigrant Education Program and to prohibit payments for refugee children under the Immigrant Program if they were already being assisted by the Transition Program for Refugee Children (III.1).

III. SOURCES OF INFORMATION

1. Program files.
2. Distribution of State-Administered Federal Education Funds: Twelfth Annual Report (Washington, DC: U.S. Department of Education, 1988).
3. J.S. Passel, "Immigration to the United States," (text of speech) (Washington, DC: Bureau of the Census, August 1986).
4. Numbers of Limited English Proficient Children: National, State and Language-Specific Estimates (Washington, DC: U.S. Department of Education, 1987).

IV. PLANNED STUDIES

A descriptive study of the immigrant program is planned to begin in early FY 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Johnathan Chang, (202) 732-5708

Edward Fuentes, (202) 732-5072--Research and Evaluation

Program Studies : James English, (202) 732-1958

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

AID TO STATES FOR EDUCATION OF HANDICAPPED CHILDREN IN
STATE-OPERATED AND STATE-SUPPORTED SCHOOLS
(CHAPTER 1, ESEA)
(CFDA No. 84.009)

I. PROGRAM PROFILE

Legislation: Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title I, Part D, Subpart 2 (20 U.S.C. 2791-2796) (expires September 30, 1993).

Purpose: To provide Federal assistance for special educational services for children with disabilities in State-operated or State-supported schools and programs and for children who have been transferred to local education agencies (LEAs) but who continue to be counted under this program.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1966	\$ 15,917,000	1983	\$146,520,000
1970	37,482,000	1984	146,520,000
1975	87,864,000	1985	150,170,000
1980	145,000,000	1986	143,713,000
1981	156,625,000	1987	150,170,000
1982	146,520,000	1988	151,269,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

This program provided grants to more than 2,400 State agencies, institutions, and local education agencies (LEAs) serving 259,285 children up to 20 years old in school year 1987-88. This represents a 15.8 percent increase over 1976-77, when 223,832 children were served.

By Age

Age range data are available for Chapter I for the first time in 1987-88. Most children (59 percent) are school age (6 through 17); 30 percent are age 5 and under.

Table 1

Children with Disabilities up to age 20 Served Under Chapter I State-Operated Program (School Year 1987-88)

<u>Age Range</u>	<u>Number</u>	<u>Percent</u>
0-2	29,725	11.5
3-5	48,579	18.7
6-11	70,355	27.1
12-17	83,118	32.1
18-20	27,508	10.6
Total	259,285	100.0%

By Disabling Condition

Information is available for the first time on the disabling conditions of children ages 6 through 20 served under Chapter 1 for the 1987-88 school year. Thirty-four percent are mentally retarded; 21 percent, emotionally disturbed; 13 percent, learning disabled; and 9 percent each, hearing impaired and multihandicapped.

Table 2

Disabled Children Ages 6-20 Served Under Chapter 1 State-Operated Program (School Year 1986-87)

	<u>Number</u>	<u>Percent</u>
Mentally retarded	61,636	34.0
Emotionally disturbed	37,757	20.9
Learning disabled	23,810	13.2
Hard of hearing and deaf	16,670	9.2
Multihandicapped	16,123	8.9
Speech impaired	9,255	5.1
Orthopedically impaired	6,329	3.5
Visually impaired	5,931	3.3
Other health impaired	2,776	1.5
Deaf-blind	694	0.4
Total	180,981	100.0%

III. SOURCES OF INFORMATION

1. Program files

2. Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1988).

IV. PLANNED STUDIES

Congress requested the General Accounting Office to conduct a study of this program (P.L. 100-297, Section 6330). The report, which is due in January 1989, will describe State and local programs, State program administration, and policies and procedures to determine which children are eligible and how their educational placements are made.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Jeffrey Champagne, (202) 732-1014

Program Studies : Kimmon Richards, (202) 732-3630

HANDICAPPED GRANTS TO STATES PROGRAM
(CFDA No. 84.027)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part B, P.L. 91-230, as amended (20 U.S.C. 1411-1420) (expires September 30, 1991).

Purpose: The Handicapped State Grant Program helps States meet the special education needs of children with disabilities. The express intent of the Education of the Handicapped Act is to assure that all disabled children have available to them a free, appropriate public education, which includes special education and related services to meet each child's needs.

FUNDING HISTORY

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$ 2,500,000 1/	1983	\$1,017,900,000
1970	29,190,000	1984	1,068,875,000
1975	100,000,000	1985	1,135,145,000
1980	874,500,000	1986	1,163,282,000
1981	874,500,000	1987	1,338,000,000
1982	931,008,000	1988	1,431,737,000

1. State grants for planning activities for the education of children with disabilities were authorized under P.L. 89-750, Part F, which amended ESEA of 1965 (P.L. 89-10) by creating Title VI, Education of Handicapped Children.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS**Population Targeting**

The Handicapped State Grant Program provides funding for children ages 3 through 21 who need special education and related services because of a disabilities. In the 1987-88 school year, 4,235,858 children were counted under this program, 1 percent more than in the previous year and 7.5 percent more than in 1980-81. Of the children served, 8.5 percent were ages 6 through 17, 6.8 percent ages 3 through 5, and 4.7 percent ages 18 through 21.

More children ages 3 through 5 are now being served under the Handicapped State Grant Program because the 1986 Amendments to EHA set up a timetable for States to provide special education to all children with disabilities in this age group.

Table 1

Percentage Increase in Children Served, by Age Range

Age Range	Since 1976-77	Since 1986-87
3-5	47%	8.6%
6-21	20%	1.2%

In 1987-88, almost half of all disabled children ages 6 through 12 counted under the State grants program were learning disabled (49 percent). Other categories included speech impaired (24 percent), mentally retarded (14 percent), and emotionally disturbed (9 percent). The remaining categories (deaf, visually impaired, orthopedically impaired, deaf-blind, and other) accounted for about 5 percent of the children served.

Table 2

Children Ages 6-21 Served Under Handicapped State Grant Program by Handicapping Condition (1987-88)

Disabling Condition	Number	Percent
Learning disabled	1,918,093	48.6
Speech impaired	947,088	23.9
Mentally retarded	539,827	13.7
Emotionally disturbed	336,994	8.5
Multihandicapped	63,058	1.6
Other health impaired	43,092	1.1
Orthopedically impaired	41,089	1.0
Hearing impaired	40,333	1.0
Visually impaired	16,929	0.4
Deaf-blind	776	0.0 1/
Total	3,947,279	99.8% 2/

1. Less than 0.1 percent.

2. Numbers do not add to 100 percent because of rounding.

Services

Depending on individual need, children with disabilities receive a variety of services that are designed to enable them to benefit from education. The services include special education services, such as classroom instruction and instruction in hospitals and institutions. A variety of related services also are provided; these include transportation, diagnostic services, psychological services, school health services, recreation services, counseling, occupational therapy, physical therapy, and social services.

During school year 1985-86, the majority of children with disabilities received special education and related services in settings with able-bodied children, either in regular classrooms (27 percent), resource rooms (41 percent), or separate classes within a regular education building (24 percent). The remaining children were served in separate public schools (3.8 percent), private schools (1.6 percent), public or private residential facilities (1.4 percent), correctional facilities (0.3 percent), and homebound or hospital environments (0.8 percent).

Program Administration

Compliance monitoring of State activities through 1987 under this program has identified the following problem areas:

SEA Monitoring Activities. Some State procedures for collecting and analyzing information to identify compliance failures in LEAs and other public and private agencies were found to be deficient. Furthermore, State efforts to correct program deficiencies were inadequate. To improve this situation, the Office of Special Education Programs (OSEP) required that each deficient State develop procedures to determine whether special education programs meet both State and Federal standards.

Least Restrictive Environment (LRE). Some States were found to have removed children from the regular education environment without having established procedures for justifying such action. Placements were found to have been made solely on the basis of the disabling condition or for administrative convenience, without regard to LRE. LEAs varied widely in making assessments. OSEP has required States to revise their LRE policies and assure that appropriate personnel are informed of these policies.

General Supervision: In most of the States monitored, the SEA had established adequate authority over programs administered by the SEA. However, SEAs sometimes failed to monitor other State programs adequately, and other agencies did not always keep the records needed for compliance with EHA regulations.

III. SOURCES OF INFORMATION

1. Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1988).
2. Program files.

IV. PLANNED STUDIES

A number of evaluation studies on various aspects of the Handicapped State Grant Program are under way. Studies mandated in legislation include the following:

1. A longitudinal study of students with disabilities and their status after leaving school (completion date, January 1992);
2. A survey of State and local expenditures for special education and related services (completion date, March 1989); and
3. A study of instructional programs for children in day and residential facilities (completion date, February 1989).

Another study that should provide interesting data on student outcomes is an analysis of transcripts of students with disabilities tested in the National Assessment of Student Progress (NAEP), which is scheduled for completion in FY 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Jeffrey Champagne, (202) 732-1056

Program Studies : Kimmon Richards, (202) 732-3630

PRESCHOOL GRANTS FOR HANDICAPPED CHILDREN
(CFDA No. 84.173)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part B, Section 619, as amended (20 U.S.C. 1419).

Purpose: To provide Federal assistance for special education and related services for children with disabilities between the ages of 3 and 5. Formula grants are made to States for the following activities:

- o Providing subgrants to school districts and intermediate educational units to assist them in providing special education and related services to disabled children ages 3 through 5;
- o Planning and developing a statewide comprehensive service delivery system for handicapped children from birth through age 5; and
- o Providing direct and support services for disabled children ages 3 through 5.

By FY 1990 (or FY 1991, if certain aggregate appropriation levels are not met), States must serve all children in this age range or they will lose eligibility for funding under this program, funding for the same age range under the EHA Part B Assistance to States program, and funding for certain discretionary grants.

Funding is provided to States in accordance with the number of children ages 3 through 5 counted as served in the previous year's child count. For fiscal years 1987, 1988, and 1989, States also receive funds according to the estimated number of additional disabled children between the ages of 3 and 5 expected to be served by the next December 1.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1977	\$12,500,000	1984	\$ 26,330,000
1980	25,000,000	1985	29,000,000
1981	25,000,000	1986	28,710,000
1982	24,000,000	1987	180,000,000
1983	25,000,000	1988	201,054,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In the 1987-88 school year, 288,579 handicapped children ages 3 through 5 were served under the Preschool Grants program, an increase of 14 percent over the preceding year.

Services

The services provided by States under the Preschool Grant program are special education and related services needed by preschool children with disabilities. These services include speech/language instruction and development of motor, self-help, cognitive, and social skills. The program also supports a variety of related services that enable the children to benefit from special education, such as parent and personnel training, transportation, diagnostic services, psychological and counseling services, and physical therapy.

Depending on the needs of the particular child, services may be provided through a variety of models ranging from part-day home-based to full-day center-based. Preschool children, like other children served under the Education of the Handicapped Act, must be placed in the least restrictive environment when receiving services.

Program Administration

The State education agency receives the Preschool Program grant. In FY 1987, at least 70 percent of the grants had to go to local education agencies and intermediate educational units serving children with disabilities ages 3 to 5. Up to 5 percent could be used for administration. The rest of the State's funds could be used for the planning and development of a comprehensive delivery system for direct and support services to children from birth through age 5. After the 1987-88 school year, the States may set aside only 20 percent for State activities plus up to 5 percent for administration.

States may use their set-aside funds to continue activities previously supported under Part C of the Act--Early Childhood State Plan Grants--for developing a statewide comprehensive service delivery system. These activities include personnel development, establishing interagency agreements, and designing approaches to meet unique service delivery needs. States also may use their set-aside funds to supplement or expand existing local programs and otherwise provide direct and support service to children.

III. SOURCES OF INFORMATION

1. Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1987).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Susan Fowler, (202) 732-1084

Program Studies : Nancy Rhett, (202) 732-3630

HANDICAPPED REGIONAL RESOURCE CENTERS PROGRAM
(CFDA No. 84.028)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part C, P.L. 91-230, as amended by P.L. 99-457, (20 U.S.C. 1421) (expires September 30, 1989).

Purposes: To establish and operate regional resource centers to provide consultation, technical assistance, and training to State education agencies (SEAs) and through such agencies to local educational agencies and other appropriate State agencies providing early intervention services; establish a national coordinating technical assistance center focusing on national priorities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$5,000,000	1983	\$2,880,000
1970	3,000,000	1984	5,700,000
1975	7,087,000	1985	6,000,000
1980	9,750,000	1986	6,029,000
1981	2,950,000	1987	6,700,000
1982	2,880,000	1988	6,415,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Six regional resource centers are located throughout the country: the Northeast Region in Burlington, Vermont; the Midsouth Region in Lexington, Kentucky; the South Atlantic Region in Plantation, Florida; the Great Lakes Region in Columbus, Ohio; the Mountain Plains Region in Logan, Utah; and the Western Region in Eugene, Oregon. In addition, a new resource center has been established at the University of Kentucky in Lexington.

III. SOURCES OF INFORMATION

Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, (Washington, DC: U.S. Department of Education, 1987).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Gardner, (202) 732-1026

Program Studies: Barbara Vespucci, (202) 732-3630

SERVICES TO DEAF-BLIND CHILDREN AND YOUTH
(CFDA No. 84.025)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part C, Section 622, P.L. 91-230, as amended by P.L. 98-199 and P.L. 99-457 (20 U.S.C. 1422) (expires September 30, 1989).

Purposes: To help State educational agencies assure the provision of special education and related services to deaf-blind children and youth and to facilitate the transition from educational to other services for deaf-blind young people when they reach age 22; and to support extended school-year demonstration projects.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$ 1,000,000	1983	\$ 15,360,000
1970	4,000,000	1984	15,000,000
1975	12,000,000	1985	15,000,000
1980	16,000,000	1986	14,355,000
1981	16,000,000	1987	15,000,000
1982	15,360,000	1988	14,361,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1988, grants were awarded to 114 projects that provide services to deaf-blind and severely disabled children and youth. The population of deaf-blind children and youth is estimated to be between 5,000 and 6,000. Possible reasons for apparent variations in the size of this population include differences in definitions by States and localities and counting previously unidentified deaf-blind children and youth (III.4). Furthermore, some States serve deaf-blind children in programs for multihandicapped children. See Chapter 307, Innovative Programs for Severely Handicapped Children, for results of the COSMOS Corporation evaluation of these programs.

III. SOURCES OF INFORMATION

1. Tenth Annual Report to Congress on Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1988).
2. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Severely Handicapped Program (Washington, DC: COSMOS Corporation, August 1987).

3. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Strategy Evaluation of the Severely Handicapped Program: Final Report (Washington DC: COSMOS Corporation, June 1988).
4. An Analysis of the Issues Associated with the New Data Collection Process for Deaf-Blind Children and Youth under Section 622 of the Education of the Handicapped Act as Amended by P.L. 98-199. Ward, Michael J., Ph.D Dissertation, University of Maryland at College Park, 1987.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles W. Freeman, (202) 732-1165

Program Studies : Kimmon Richards, (202) 732-3630

EARLY CHILDHOOD EDUCATION FOR HANDICAPPED CHILDREN
(CFDA No. 84.024)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended, Part C, Section 623 (20 U.S.C. 1423) (expires September 30, 1989).

Purpose: To improve special education intervention services for infants and children with disabilities, from birth through age 8. This program supports research, demonstration, training, technical assistance, and dissemination activities. Awards are made to public and private agencies and organizations.

Currently, priority for funding is given to demonstration and outreach/dissemination projects.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$ 945,000	1983	\$16,800,000
1970	4,000,000	1984	21,100,000
1975	14,000,000	1985	22,500,000
1980	20,000,000	1986	22,968,000
1981	17,500,000	1987	24,470,000
1982	16,800,000	1988	23,428,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

The program supported a wide variety of activities in school year 1987-88, including the following:

- o Five research institutes, with each covering one of the following topics:
 1. Characteristics of with disabilities children and their families (University of North Carolina at Chapel Hill);
 2. Development and evaluation of procedures for assessing and teaching social skills to severely disabled preschool children with symptoms of autism (University of Pittsburgh);
 3. Cost effectiveness and benefits of early childhood intervention programs and services (Utah State University);
 4. Longitudinal studies of the effects and costs of early intervention (Utah State University);
 5. Evaluation and development of programs and curricula for teacher and other personnel training (University of North Carolina at Chapel Hill);

- o Three directed research studies:
 1. Investigation of the effects of three early childhood education program components on language development (Vanderbilt University);
 2. Evaluation of social skill program components (University of Pittsburgh);
 3. Evaluation of social interaction skills components and development of model programs (Vanderbilt University);
- o Seventy-nine demonstration projects in four areas:
 1. Community involvement demonstrations;
 2. Severely handicapped infants demonstrations;
 3. Demonstrations of innovative inservice training programs for personnel serving handicapped and at-risk infants;
 4. Design of investigative models comparing alternative educational practices.
- o Twenty-three outreach/dissemination projects with documented model programs for dissemination and replication in other sites.
- o Technical assistance. A national early childhood technical assistance project is funded at the University of North Carolina at Chapel Hill with the following three functions:
 1. To help State agencies develop and implement plans for delivering services to children with disabilities from birth through age 5;
 2. To help community agencies entities to develop capacity to provide high quality services;
 3. To facilitate the exchange of research and "best-practice" information.

The project involves collaboration with Georgetown University, the National Center for Clinical Infant Programs, the National Association of State Directors of Special Education, and the National Network of Parent Centers.

Program Administration

This program administers competitive discretionary grants, cooperative agreements, and contracts.

III. SOURCES OF INFORMATION

1. Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1988).

2. Goal Evaluation of the Handicapped Children's Early Education Program, (Washington, D.C.: COSMOS Corporation, 1986).
3. Strategy Evaluation of the Handicapped Children's Early Education Program (Washington, DC: COSMOS Corporation, 1987):
4. "United States Population Estimates by Age, Sex, and Race, 1980 to 1987," Current Population Reports, Series P-25, no. 1022 (Washington, D.C.: U.S. Census Bureau, 1988).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: James L. Hamilton, (202) 732-1110

Program Studies : Nancy Rhett, (202) 732-3630

INNOVATIVE PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN
(CFDA No. 84.086)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended, Part C, Sections 624 (20 U.S.C. 1424) (expires September 30, 1989).

Purpose: To support research, development, demonstration, training, and dissemination activities that address the needs of children with severe disabilities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1974	\$2,247,000	1984	\$4,000,000
1975	2,826,000	1985	4,300,000
1980	5,000,000	1986	4,785,000
1981	4,375,000	1987	5,300,000
1982	2,880,000	1988	5,361,000
1983	2,880,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1988, 47 demonstration projects serve deaf-blind and severely handicapped children.

Program Administration

In a recent assessment of the Severely Handicapped Program (III.2), a study contractor identified three general program strategies: knowledge development through research, demonstration of new and effective practices, and dissemination of effective practices to other organizations and settings. However, the contractor found that considerably more emphasis had been placed on demonstrations than on research and dissemination. Furthermore, several projects were found to have conducted unvalidated demonstration activities.

Outcomes

The evaluation (III.3) identified several organizational characteristics which were found to increase the likelihood that new practices initially funded by the Severely Handicapped Program would be supported by or incorporated into the grantee or by another organization involved in the project:

- o The incorporating agency perceived the need for the practice, often as a result of crisis conditions or chronic service deficiencies.

- o The cost of the proposed practice was considered to be well within the resources of the incorporating agency.
- o The practice has the support of key administrative and project staff in the incorporating agency.
- o Client support for the new practice is evident, that is, tangible benefits from the practice are likely to be generated.
- o Joint agreements were established between participating agencies and plans for incorporation after service were made before the grant proposal was submitted.
- o Research, demonstration, and dissemination program strategies were all used in the project.

Twenty-one projects for the deaf-blind and severely handicapped were reviewed in the strategy evaluation; of these, two were independent living projects and three were parent training projects. In these cases, no money was budgeted by the agency for the project, permanent staff did not conduct the project, the previous practice was still in place, and the number of clients served did not increase as a result of offering project services.

Improvement Strategies

As a result of the findings in the evaluation, the study contractor made two recommendations:

1. To promote the financial and administrative commitment of grantees to incorporating effective practices, the Severely Handicapped Program should develop proposal review criteria that respond to the findings just outlined.
 - o Needs assessment data must be presented to demonstrate potential demand for the proposed service or practice.
 - o The proposed practice must be based on previous research or on new research and testing.
 - o Joint agreements must be signed (where appropriate).
 - o The cost of the proposed service or practice to the agency must be kept low (e.g., current staff should be trained and developed, rather than new staff hired).
 - o A detailed plan for incorporating the service or practice into the organization's regular program must be developed.
 - o A detailed evaluation plan must be designed.
2. Within the Severely Handicapped program a program component should be established to disseminate validated, incorporated practices. This would reduce redundancy among practices being demonstrated by different projects.

A related study (III.4) reviewed the final reports submitted by grantees of the Severely Handicapped Program to provide information on the outcomes of previously funded projects to the Office of Special Education Programs and to provide feedback to the grantees regarding the quality of their reports. The review concluded that the reports generally did not contain sufficient information to enable evaluators to assess the accomplishments of the projects funded. Recommendations to deal with this problem include the following:

- o Standard form and content requirements, including outcome and evaluation data should be devised.
- o These standardized final reports should be used as part of the program monitoring activities.
- o Information about effective practices should be disseminated through a variety of channels (annotated bibliographies, catalogs of handbooks and manuals developed, conferences, ERIC data base, journal articles).

III. SOURCES OF INFORMATION

1. Tenth Annual Report to Congress on Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1988).
2. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Severely Handicapped Program (Washington, DC: COSMOS Corporation, August 1987).
3. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Strategy Evaluation of the Severely Handicapped Program: Final Report (Washington DC: COSMOS Corporation, June 1988).
4. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Strategy Evaluation of the Severely Handicapped Program: Final Report Review Subtask (Washington, DC: COSMOS Corporation, June 1988).

Corporation, June 1988).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: R. Paul Thompson, (202) 732-1161

Program Studies : Kimmon Richards, (202) 732-3630

POSTSECONDARY EDUCATION PROGRAMS
FOR HANDICAPPED PERSONS
(CFDA No. 84.078)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part C, Section 625, as amended, (20 U.S.C. 1424(a) and 1427(e)) (expires September 30, 1989).

Purpose: This program supports the development of special model programs for persons with disabilities in postsecondary educational institutions and vocational technical schools by offering two types of funded projects: (1) direct service grants to four regional projects for comprehensive support programs that serve persons who are hearing impaired (deaf and hard of hearing) and (2) demonstrations and special projects that develop innovative models or modify existing educational programs for the delivery of support services and programs for postsecondary and adult students with disabilities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1975	\$ 575,000	1985	\$5,300,000
1980	2,400,000	1986	5,264,000
1981	2,950,000	1987	5,900,000
1983	2,832,000	1988	5,840,000
1984	5,000,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

In FY 1988, 38 grants were awarded.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joseph Rosenstein, (202) 732-1176

Program Studies : Barbara Vespucci, (202) 732-3630

TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED
(CFDA No. 84.029)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended, Part D, Sections 631, 632, 634 and 635 (20 U.S.C. 1431, 1432, 1433 and 1435) (expires September 30, 1989).

Purposes: To improve the quality and reduce the shortages of personnel providing special education, related services, and early intervention services to children with disabilities; and to support training and information services for parents of such children.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1966	\$19,500,000	1983	\$49,300,000
1970	36,610,000	1984	55,540,000
1975	37,700,000	1985	61,000,000
1980	55,375,000	1986	61,248,000
1981	43,500,000	1987	67,730,000
1982	49,300,000	1988	66,410,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

The Personnel Preparation Program was recently evaluated in a two-part study consisting of assessing strategies to target resources (III.1) and achievement of program goals (III.2). The purpose of assessing strategies was to develop information to improve the strategy of targeting resources to the areas of critical demand for personnel. The evaluation focused on the potential utility of using a count of the number of relevant staff hired in a specified period as a measure for estimating current and projected demand for personnel in special education. The assessment of achieving program goals examined the program logic and the extent to which the program was achieving its goals.

Population Targeting

In the evaluation of project strategies (III.1) the study contractor reached the following conclusions:

- o The number of special education teachers hired by a local school district to fill vacancies, when used as a single measure, was not an accurate estimate of demand (III.1).

- o Data were available on personnel from local education agencies (LEAs) and State education agencies (SEAs) for the past 2 to 3 years.
- o Available data were reasonably accurate and reliable.
- o Measurement of current demand requires further examination of underqualified personnel. Measurement of projected demand was not a concern of LEAs.

Services

Technical Assistance to Parent Projects (TAPP) is a cooperative agreement that provides direct technical assistance and service to approximately 45 awarded parent projects around the country.

Outcomes

The goal evaluation III.2 found that:

- o Forty-four projects representing nine competition areas reported that they have data to show their activity and strategies have produced more qualified personnel.
- o Eighteen projects representing four competition areas claimed to have improved the quality of personnel trained by applying model training approaches.
- o Nearly 80 percent of the 44 projects in nine competition areas claimed to be achieving outcomes associated with the objective of "improving the quality of the personnel trained."

Improvement Strategies

The study contractor made the following recommendation (III.2) if the Department decides to pursue a data system for targeting need:

- o Agree on definitions of terms used in targeting areas of critical demand.
- o Conduct a study to provide information for building the recommended data system.
- o Decide the level of demand and build a data system to match this objective.
- o Plan data collection in collaboration with SEAs and LEAs.
- o Develop practical statistical means for improving the utility of available data.

III. SOURCES OF INFORMATION

1. Strategy Evaluation of the Special Education Personnel Development Program (Washington, DC: Cosmos Corporation, 1987).
2. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Personnel Preparation Program--Final Goal Evaluation (Washington, DC: Cosmos Corporation, 1987).
3. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Norman D. Howe, (202) 732-1068

Program Studies : Barbara Vespucci, (202) 732-3630

CLEARINGHOUSES FOR THE HANDICAPPED PROGRAM
(CFDA No. 84.030)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped (EHA), P.L. 91-230, as amended by P.L. 99-457, Part D, Sections 633 and 635 (20 U.S.C. 1433 and 1435) (expires September 30, 1989).

Purposes: To disseminate information and provide technical assistance on educational resources and programs for children and youth with disabilities. Three clearinghouses are supported through awards to (1) disseminate information and provide technical assistance to parents, professionals, and other interested parties; (2) provide information on postsecondary programs and services for children with disabilities; and (3) encourage students and professional personnel to pursue careers in the field of special education.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$ 250,000	1983	\$ 720,000
1970	475,000	1984	1,000,000
1975	500,000	1985	1,025,000
1980	1,000,000	1986	1,062,000
1981	750,000	1987	1,200,000
1982	720,000	1988	1,149,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

The three clearinghouses disseminate information concerning educational and career opportunities for persons with disabilities. In FY 1987, the clearinghouses responded to 58,000 requests for information; in FY 1988, the clearinghouses provided some 80,000 responses to requests from parents and professionals. The clearinghouses also collect and disseminate information on current and future needs for special education and related services personnel; disseminate information concerning career opportunities in special education, location of programs, and various financial assistance; identify training programs available around the Nation; and provide technical assistance to institutions seeking to meet State and professionally recognized standards. Networking activities provide parents and professionals with information on best practices, new research, legal rights, resources and referrals to help children and youth with disabilities. Networking activities are accomplished by direct mailings, telecommunications, and conference participation.

Program Administration

The current clearinghouses are administered by a council of nonprofit federated organizations and associations concerned with higher education; Interstate Research Associates, a research and development group based in the Washington, DC, area; the American Council on Education, which works in conjunction with the National Association for State Directors of Special Education and the Council on Exceptional Children.

Improvement Strategies

The clearinghouses continue to improve outreach activities to reach families and groups who are directly involved in the lives of children with disabilities and to improve the mechanism to evaluate the effectiveness of these clearinghouses activities.

III. SOURCE OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Helene Corradino, (202) 732-1167

Program Studies : Barbara Vespucci, (202) 732-3630

**DISCRETIONARY GRANTS FOR HANDICAPPED--INNOVATION
AND DEVELOPMENT PROGRAM (CFDA No. 84.023)**

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended by P.L. 99-457, Part E, Sections 641-644 (20 U.S.C. 1441-1444) (expires September 30, 1989).

Purpose: To support research and related activities that help special education and related-services personnel, early intervention personnel, and other persons, including parents, improve the education and related services for infants, children, and youth with disabilities, through the application of research and technology.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1964	\$ 2,000,000	1983	\$12,000,000
1970	13,360,000	1984	15,000,000
1975	9,341,000	1985	16,269,000
1980	20,000,000	1986	17,000,000
1981	15,000,000	1987	18,000,000
1982	10,800,000	1988	17,233,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS**Program Administration**

In FY 1988, 141 grants were awarded. Awards are made to State and local education agencies, institutions of higher education, and nonprofit private organizations. Profit-making organizations are allowed to receive awards only for contracts dealing with research related to physical education or recreation.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

A task force in the Office of Special Education Programs has developed a 5-year research plan to establish overall priorities for guiding competitions conducted under the Innovation and Development Program. The task force is now obtaining input from the field, and the plan should be completed in FY 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Martin Kaufman, (202) 732-1106

Program Studies : Barbara Vespucci, (202) 732-3630

**DISCRETIONARY GRANTS FOR HANDICAPPED--MEDIA AND CAPTIONING SERVICES
(CFDA No. 84.026)**

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended by P.L. 99-457, Part F (20 U.S.C. 1451-1454) (expires September 30, 1989).

Purpose: To promote the use of communications and learning media by persons with disabilities. The program provides support for the captioning and distribution of films and television programs for deaf persons, the production and distribution of television captioning decoders, the National Theater of the Deaf, and Recordings for the Blind, Inc. These activities are intended to encourage the educational advancement of persons with disabilities and to provide them with enriched educational and cultural experiences.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$ 2,800,000	1983	\$12,000,000
1970	6,500,000	1984	14,000,000
1975	13,250,000	1985	16,500,000
1980	19,000,000	1986	16,747,000
1981	17,000,000	1987	13,804,000
1982	11,520,000	1988	13,216,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS**Population Targeting**

This program is aimed at persons who are deaf or hard of hearing, blind or visually impaired, or who otherwise can benefit from special interventions to improve their use of the communications media. The number people in the United States who meet these conditions is not known. However, in FY 1985, 21.5 million persons were identified as hearing impaired by the National Health Interview Survey of the National Center for Health Statistics. The survey also reported that 8.5 million persons had visual impairments. A small but significant portion of these groups can benefit from the availability of captioned television or recordings for the blind.

Services

In 1987-88, 65 projects were awarded to caption films and video cassettes, 6 to caption television programs, 1 to support development

and production of television captioning decoders, and 1 to disseminate information on decoders to potential users. In addition, 1 award was made to Recordings for the Blind, Inc., and 1 for the Theater of the Deaf. More than \$10 million was spent on captioning films and television.

Program Administration

Project awards are generally from 1 to 3 years. Eligible institutions include public and private agencies, institutions, and organizations.

Outcomes

In FY 1987, funding was provided to the National Captioning Institute, Inc., to redesign, manufacture, and distribute a new television decoder. By the summer of 1988, the TeleCaption 3000 was available for distribution at \$179.99 per unit. The new unit is smaller and weighs less, is easier to hook up to the television, and costs less than the previous version. The smaller size will enable people to carry it with them on trips or move it within the home conveniently.

In the 1987-88 television season, nearly 275 hours of captioned television were available weekly. The captioning was supported by the Department of Education, the networks, cable companies, and many private businesses and foundations (III.3).

Hours of Captioned Television Available Weekly

<u>Network</u>	<u>Primetime</u>	<u>Daytime</u>	<u>News and Public Affairs</u>	<u>Total</u>
ABC	22.0	5.0	22.5	49.5
PBS	17.5	11.0	.5	29.0
NBC	16.5	4.5	3.0	24.0
CBS	8.0	5.0	3.5	16.5
Fox	0.5	---	---	0.5
Total	64.5	25.5	29.5	119.5

A total of 56.5 hours of syndicated programs were captioned, and about 100 hours of various cable television programs were captioned, in addition to the network hours shown in the table.

More than 1,100 videocassettes are captioned now, these are routinely available in local video rental stores.

Recordings for the Blind, Inc., distributed about 90,000 recorded books to students and records 4,000 new texts each year.

III. SOURCES OF INFORMATION

1. Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1988).
2. "Rapid Feedback Assessment of the Captioned Films Loan Service for the Deaf" (Palo Alto, CA: American Institutes for Research, 1982).
3. "The 1987-88 Season of Closed-Captioned Programs seen through NCI's TeleCaption Decoder" (Washington, DC: National Captioning Institute, Inc., June 1988).

IV. PLANNED STUDIES

"Analysis for Demand for Decoders of Television Captioning for Deaf and Hearing-Impaired Children and Adults," Pelavin Associates, Inc., scheduled for completion January 15, 1988).

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ernie Hairston, (202) 732-1172

Program Studies : Nancy Rhett, (202) 732-3630

EDUCATION OF THE HANDICAPPED ACT--SPECIAL STUDIES
(CFDA No. 84.159)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), as amended, Part B, Section 618 (20 U.S.C. 1418) (expires September 30, 1989).

Purposes: The purposes of the Special Studies program are as follows:

- o To assess progress in the implementation of the Education of the Handicapped Act;
- o To assess the effectiveness of State and local efforts to provide free and appropriate public education to all children and youth with disabilities and early intervention services to infants and toddlers with disabilities;
- o To provide Congress with information relevant to policymaking; and
- o To provide Federal, State, and local agencies with information relevant to program management, administration, and effectiveness.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1977	\$1,735,000	1984	\$3,100,000
1980	1,000,000	1985	3,170,000
1981	1,000,000	1986	3,301,000
1982	480,000	1987	3,800,000
1983	480,000	1988	3,638,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Program Administration

In implementing this program, the Department has funded three types of activities: evaluation studies; cooperative agreements with State agency evaluation projects; and a project to provide technical support in data analysis, evaluation, and report preparation.

Outcomes

In 1987-88, three major evaluation contracts were under way with Special Studies funding:

- o A longitudinal study of disabled secondary school students and their transition after leaving school. This national impact study is assessing the educational, vocational, and independent-living status of disabled secondary school students ages 14 to 22. The study is looking at the personal and family characteristics of secondary school age youths

with disabilities, the status they attain in school and afterward, and the services they receive. The study will identify factors that explain the pattern of services these young people receive and their educational and vocational outcomes and living arrangements.

In 1987-88, the project conducted interviews with parents and school staff. An interim report should be available in June 1989. The final report is due in 1992.

- o Study of programs of instruction in day facilities and residential facilities. This 3-year study is exploring the characteristics of children served in day facilities and residential facilities; the nature and amount of education and related services for the children; opportunities for integration within separate facilities; the movement of children into and out of the facilities; and the quality of services, staff, and facilities.

The study involves a sample of 5,900 facilities. The study will also examine improvement procedures, changes in educational practices, and State procedures in all States. Results should be available in 1990.

- o Survey of expenditures for special education and related services. This study collected expenditure data from 60 school districts to determine per pupil costs for special education, including information on regular education expenditures and those for special education programs and services. The study will provide data by disabling condition and by age, will address how school districts finance the costs, and identify the patterns of special education programs and services provided to different groups of children. The final report should be available by late autumn 1988.

Eight States received awards for State agency evaluation programs in which the Department pays up to 60 percent of the cost of the program. The studies must be responsive to State agendas and legislative concerns as well as relevant to national issues. A total of 37 studies in 26 States have been funded since the beginning of the program in FY 1984.

Ten State studies ended in 1987-88. Some of the findings are as follows:

- o North Carolina sought to determine whether its two-tier prereferral process for students with behavioral or emotional problems was more efficient than an earlier system. The new system was found to work much faster, so that students received assistance much more quickly. The system resulted in lower costs, too. One of the key features that led to its success was providing assistance to the regular classroom teacher to help the student in the classroom and reduce the number of final special education placements.

- o Connecticut sought descriptive information on identification and placement of emotionally disturbed students. Interviews with 300 educators in 19 districts plus analysis of State data bases provided a profile of emotionally disturbed students in Connecticut. The study found that the label of emotionally disturbed was employed differently in the 19 districts. It was not always clear that students were emotionally disturbed rather than manifesting behavioral problems. The main reason for placement decisions, as reported by educators, was that the students created serious disciplinary problems in the school. The study found that the ability of a district to provide services--rather than need--often determines what services are provided. Districts apparently experience some difficulty in recruiting and retaining special education teachers for severely disturbed students.
- o Delaware studied the transition from school to work of students with mild and moderate disabilities. The study followed up 415 graduates, and had a 93 percent response rate. The study found that vocational education programs in Delaware are producing employable students, with 67 percent of disabled graduates being employed full-/or part-time. The study found that having a driver's license had the strongest positive correlation with employment.

Neither the content nor configuration of the program affected whether the student got a job. There appeared to be no consistent advantage in job status from attending a vocational school rather than a comprehensive high school. Location was a strong factor, however. In Delaware, rural youths, including youths with disabilities have the highest employment rate. Transitional assistance was not a strong influence in cases where it was noted on the transcript record.

- o New York studied whether the rapid increase in numbers of handicapped students in the State was due to the increase in availability of certain programs and services in regular education. The study investigated schools with high or low rates of referral to special education and high or low percentages of students on welfare.

The study found considerable agreement among teachers (80 percent) in both high-and low-referral schools that a particular student in a case example had difficulty learning, but teachers disagreed significantly in their recommendations for referrals.

No relationship was found between the availability of program options and the rate of pupil referrals. The referrals appeared to be a function of the amount and type of intervention techniques employed in the regular classroom. Teachers in high-referral schools perceived limitations on the use of interventions within the regular education program. When they did try interventions, teachers tended to prefer intensified instruction (peer tutoring, small group instruction, extra assignments). Low-referral-rate

school teachers were more likely to use volunteers/paraprofessional and remedial programs, but these teachers also used a greater variety of intervention options and services and consulted with other professionals more frequently.

The technical assistance project provides technical support to the Office of Special Education and Rehabilitative Services and to State agencies in collection, analysis, and presentation of State data on the implementation of Education of the Handicapped Act programs. The project also obtains and analyzes other relevant data on the status of EHA implementation and identifies critical and emerging issues and trends.

In FY 1987, the technical support project began to conduct studies on special populations, analyzing data bases on special populations of children and youth with disabilities and developing a catalogue of the characteristics of available data bases. The project will also support a conference of experts on barriers to the provision of free, appropriate education for children with disabilities. Results of this effort will be available by summer 1989.

III. SOURCES OF INFORMATION

1. Tenth Annual Report to Congress on Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1988).

IV. PLANNED STUDIES

None

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Susan Thompson-Hoffman, (202) 732-1122

Program Studies : Nancy Rhett, (202) 732-3630

SECONDARY EDUCATION AND TRANSITIONAL
SERVICES FOR HANDICAPPED YOUTH
(CFDA No. 84.158)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part C, Sections 626 and 628 as amended, (20 U.S.C. 1425 and 1427(f)) (expires September 30, 1989).

Purposes: To strengthen and coordinate educational and related services for young people with disabilities; to help them make the transition to postsecondary education, vocational training, competitive employment (including supported employment), continuing education, or adult services; to stimulate the development and improvement of programs for special education at the secondary level; and to stimulate the improvement of the vocational and life skills of students with disabilities to better prepare them for the transition to adult life and services.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1984	\$6,000,000
1985	6,330,000
1986	6,316,000
1987	7,300,000
1988	7,372,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In response to the 1983 and 1986 Amendments to EHA, the Office of Special Education Program (OSEP) began collecting data in 1984-85 on the behavior of students with disabilities when they left school. In 1985-86, 213,623 students with disabilities ages 16 through 21 left school. Of these, 43 percent earned diplomas; 17 percent earned certificates of completion; 2.5 percent reached the maximum age served; 26 percent dropped out; and 11.5 percent left for other or unknown reasons.

Multihandicapped students (15 percent) and deaf-blind students (31.5 percent) are more likely than students with other disabling conditions to leave school upon reaching the maximum age for attendance. In contrast, emotionally disturbed students (40 percent), learning disabled students (25 percent), and mentally retarded students (24 percent) are more likely to drop out of school. Factors associated with dropping out of special education include poor academic performance, poor social adjustment, frequent absenteeism, low parental support, low socioeconomic status, and alcohol or drug problems (III.1).

Services

State education agencies (SEA) provide data to OSEP on the services that students with disabilities need when they leave school. According to the States, the most needed services are vocational training (16 percent), vocational placement (14 percent), counseling/guidance (14 percent), and evaluation of vocational rehabilitation services (13.5 percent). Approximately 24 percent (50,869) of all disabled students leaving school required no additional special services. Of these, 59 percent were learning disabled, 16 percent mentally retarded, and 12 percent emotionally disturbed.

Program Administration

Funds awarded under this program are used primarily for demonstration grants. Approximately 60 projects were funded in FY 1988. Projects include models for providing mildly disabled students with job training and for coordinating of transitional services among State and local education agencies and adult service providers.

III. SOURCES OF INFORMATION

1. Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1988).

2. Program files.

IV. PLANNED STUDIES

An evaluation of this program is being prepared by the COSMOS Corporation; it is scheduled to be completed in early 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: William Halloran, (202) 732-1112

Program Studies : Kimmon Richards, (202) 732-3630

REMOVAL OF ARCHITECTURAL BARRIERS TO THE HANDICAPPED
(CFDA No. 84-155)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA) (P.L. 91-230), Part A, Section 607, as amended (20 U.S.C. 1406) (no expiration date).

Purpose: To pay part or all of the cost of altering existing buildings and equipment in accordance with standards under the Architectural Barriers Act of 1968, P.L. 90-480.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1982	0	1986	\$ 0
1983	\$ 40,000,000 1/	1987	0
1984	0	1988	0
1985	0		

1. Although funds were appropriated in FY 1983, they can be obligated in any succeeding year.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

This formula grant program provides funds on a one-time basis to State educational agencies (SEAs) and through them to local educational agencies (LEAs) and intermediate educational units to alter existing buildings and equipment in order to remove architectural barriers to persons with disabilities. Grants totaling approximately \$35,500,000 had been made to 46 States as of September 30, 1988.

The Education of the Handicapped Act Amendments of 1986 added the Department of the Interior to the list of eligible applicants. Although the Department of the Interior was added to the regulations for this program, it will not receive funds from the fiscal 1983 appropriation.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Sandra Brotman, (202) 732-1031

Program Studies : Kimmon Richards, (202) 732-3630

EARLY INTERVENTION PROGRAM FOR INFANTS AND TODDLERS WITH HANDICAPS
(CFDA No. 84.181)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part H, P.L. 91-230 as amended by P.L. 99-457 (20 U.S.C. 1471-1485) (expires September 30, 1991).

Purpose: To provide Federal assistance for early intervention service for infants and toddlers with disabilities from birth through age 2, and their families. Funds are to be used to develop and implement a comprehensive, coordinated, interagency program of early intervention services; to provide direct services that are not otherwise provided from other public or private sources; and to expand and improve current services.

By the fourth year of its participation, a State must have in effect a statewide system and must promise to serve all developmentally delayed children in that age range to receive funds under this program. By the fifth year, the system must be fully implemented.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$50,000,000
1988	67,018,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

This program serves children who are experiencing developmental delays or at risk of doing so. The children may be delayed in cognitive, physical, language, speech, or psychosocial development or self-help skills, or they may have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. Grants are based on the proportion of children from birth through 2 years of age in the general population, except that no State receives less than 0.5 percent of the total funds available to States.

Services

The types of services authorized by the law include family training, counseling, and home visits; special instruction; speech pathology and audiology; occupational therapy; physical therapy; psychological services; case management services; diagnostic and evaluative medical services; early identification screening and assessment services; and health services needed to enable the child to benefit from the other services.

Program Administration

The Governor of each State must designate a lead agency for administration of this program. The State must also establish a State interagency coordinating council with at least 15 members--to include at least 3 parents, 3 public or private service providers, 1 representative from the State legislature, 1 person involved in personnel preparation, and others representing the appropriate agencies for early intervention services. The State education agency (SEA) is not required to be represented. Each State must define the term developmentally delayed as it will be used in carrying out activities funded under this program.

Outcomes

For FY 1988, all States, the District of Columbia, U.S. Bureau of Indian Affairs, and the Outlying Areas are participating in the program. Grants to States ranged from \$327,644 to \$7,875,365. About one-third of the States have designated the SEA as lead agency for the program, another third selected the State department of health, and the rest selected inter-departmental committees or other state agencies such as departments of social services or human resources.

States continued to organize interagency coordinating councils, set up their statewide systems, and establish common eligibility criteria among various State agencies serving infants. Many also expanded funding for direct services to the children, although specific information on the numbers served is not yet available.

III. SOURCES OF INFORMATION

1. P.L. 99-457--Education of the Handicapped Act Amendments of 1986
2. Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1988).

IV. PLANNED STUDIES

The act mandated a joint study of Federal funding sources and services to be administered by the Department of Education and the Department of Health and Human Services.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Paul Thompson, (202) 732-1161

Program Studies : Nancy Rhett, (202) 732-3630

TECHNOLOGY, EDUCATIONAL MEDIA AND
MATERIALS FOR THE HANDICAPPED
(CFDA No. 84.180)

I. PROGRAM PROFILES

Legislation: Education of the Handicapped Act (EHA) P.L. 91-230, as amended by P.L. 99-457, Part G (20 U.S.C. 1461, 1462)(expires September 30, 1989).

Purpose: To advance the use of new technology, media, and materials in the education of students with disabilities and the provision of early intervention to disabled infants and toddlers.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$ 4,696,000 1/
1988	4,787,000

1. The Education of the Handicapped Act Amendments of 1986, P.L. 99-457, created this new authority under which activities related to special education technology are funded. Previously these activities were funded through the Media and Captioning Services program.

II. 1988 PROGRAM INFORMATION AND ANALYSIS

Program Administration

In FY 1988 a total of 38 grants were awarded; of that number 21 were new.

Services

Grants are awarded to institutions of higher education, State and local education agencies, or any other appropriate agencies and organizations to assist the public and private sectors in developing and marketing new technology, media, and materials for the education of persons with disabilities; to disseminate information on the availability and use of new technology, media and materials for such persons; and to design and adapt new technology, media, and materials that will improve the education of such persons.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Beatrice Birman, (202) 732-1123

Program Studies : Barbara Vespucci, (202) 732-3630

NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH (NIDRR)
(CFDA No. 84.133)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title II and Section 311(a), as amended by P.L. 99-506 (29 U.S.C. 760-762a and 777a (a)) (expires September 30, 1991).

Purpose: To support rehabilitation research and the use of such research to improve the lives of physically and mentally handicapped persons, especially those with severe disabilities, and to provide for the dissemination of information to rehabilitation professionals and handicapped persons concerning developments in rehabilitation procedures, methods, and devices.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1963	\$12,200,000	1983	\$ 31,560,000 1/
1965	20,443,000	1984	39,000,000 2/
1970	29,764,000	1985	39,000,000 2/
1975	20,000,000	1986	41,983,000 2/
1980	31,487,000	1987	49,000,000 2/3/
1981	29,750,000	1988	51,100,000 2/4/
1982	28,560,000		

1. Includes a \$1.5 million supplemental appropriation for the establishment of two Rehabilitation Research and Training Centers. The awards for these centers, one for pediatrics and one for disabled Pacific Basin residents, were made in FY 1984.
2. This appropriation does not include \$5 million for the Spinal Cord Injury Program funded to the Severely Handicapped Individuals Program (see chapter 322 of the AER) but administered by NIDRR.
3. Includes \$1 million specified for Rehabilitation Engineering Centers in Connecticut and South Carolina.
4. Includes \$500,000 for research on hearing assessment for native Hawaiian children.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

About 500 studies are under way at any given time, and 600 training programs, serving approximately 60,000 rehabilitation professionals, are conducted annually. The composition of the National Institute on Disability and Rehabilitation Research (NIDRR, formerly NIHR) program is shown in the table below:

	FY 1988 Funding (\$ millions)	Number of Projects	
		FY 1987	FY 1988
Rehabilitation Research and Training Centers	\$19.6	38	38
Rehabilitation Engineering Centers	9.2	18	16
Research and Demonstration 1/	6.7	38	68
Utilization and Dissemination	4.7	29	16
Field-Initiated Research	6.5	73	73
Fellowships	1.7	6	9
Innovation Grants	.9	39	21
Model Spinal Cord Injury	(5.0)2/	13	13
Research Training Grants	1.7	9	11
Total	\$51.0 3/	263	265

1. Includes 32 Severe Brain Injury Research projects.
2. Not included in total. See Note 2 under Funding History.
3. Excludes funding for field readers, consultants, conferences, and printing.

Program Administration

The NIDRR funds research and related activities through nine separate programs. The Rehabilitation Research and Training Centers and Rehabilitation Engineering Centers represent the largest investment of NIDRR resources. Other programs include a directed research and demonstration program, a knowledge diffusion program, Field-Initiated Research, Innovation Grants, and Fellowships. Rehabilitation Research Training Grants was instituted in FY 1986. This program provides support for advanced training in research for physicians and other clinicians. NIDRR is also responsible for promoting coordination and cooperation among Federal agencies conducting rehabilitation research through an Interagency Committee on Handicapped Research.

Outcomes

No aggregate measures of impact are available, but this program is able to offer many examples of research and dissemination outcomes that qualitatively improved the lives of handicapped persons. These include the development of methods to overcome restrictions on physical mobility and the establishment of supportive practices permitting fuller participation in community life (III.1).

Improvement Strategies

In FY 1988, specific priorities were developed for the Rehabilitation Research and Training Centers. These priorities were primarily in the areas of physical restoration, medical rehabilitation, psychosocial rehabilitation, and rehabilitation service management. NIDRR also developed priorities for Rehabilitation Engineering Centers with a major emphasis on technology service delivery.

NIDRR has initiated a major design project that is expected to establish an integrated planning system for setting goals, developing priorities and allocating resources over the next five years and beyond. Specific recommendations on this subject are expected from the National Academy of Sciences in March 1989. Efforts are also underway to improve the quality of data available on the outcomes and effects of research conducted by the Research and Training Centers. Number of publications in refereed journals and ability to attract funding from non-Federal sources are among the specific measures contemplated.

NIDRR is also preparing for the activities that will be required under the new Technology-Related Assistance for Individuals with Disabilities Act. New priorities are being developed for coordinated and supportive activities, including studies on methods of involving a wider range of resources--such as consumer groups, rehabilitation agencies, and generic community service agencies--in the delivery of technology service.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

Results of a general evaluation of the Rehabilitation Research and Training Centers (initiated in 1985) became available in September 1988. NIDRR plans to do an analysis of the Regional Information Exchange program in FY 1989. NIDRR will also undertake a major revision of its long-range plan for rehabilitation research in FY 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Betty Jo Berland, (202) 732-1139

Program Studies : Rob Barnes, (202) 732-3630

REHABILITATION SERVICES--BASIC STATE GRANTS (CFDA No. 84.126)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended by P.L. 95-602, P.L. 98-221, and P.L. 99-506, Sections 100-112, (29 U.S.C. 720-731) (expires September 30, 1991).

Purpose: To provide a variety of vocational rehabilitation services to people with disabilities, to enable them to prepare for and engage in gainful employment to the extent of their abilities.

Federal and State funds cover the costs of a variety of vocational rehabilitation services: diagnosis; comprehensive evaluation; counseling and guidance; training; reader services for the blind; interpreter services for the deaf; medical and related services, such as prosthetic and orthopedic devices; transportation to obtain vocational rehabilitation services; maintenance during rehabilitation; employment placement; tools, licenses, equipment, supplies, and management services for vending stands or other small businesses for persons with disabilities; rehabilitation engineering services; assistance in the construction and establishment of rehabilitation facilities; and services to families of disabled persons when such services will contribute substantially to the rehabilitation of the persons with disabilities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$225,268,000	1983	\$ 943,900,000
1970	432,000,000	1984	1,037,800,000
1975	673,000,000	1985	1,100,000,000
1980	817,484,000	1986	1,145,148,839
1981	854,259,000	1987	1,281,000,000
1982	863,040,000	1988	1,379,500,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The Basic State Grants portion (Title 1) of the Rehabilitation Act is designed to serve persons of working age who have disabilities that limit the amount or kind of work or homemaking they can perform or prevent them from conducting these activities altogether. According to the Current Population Survey (CPS) conducted by the Bureau of the Census, 13.4 million persons, 16 to 64 years old, had a work disability in March, 1987. Of these persons, 7.3 million, or 54.3 percent, were classified as severely disabled. By no means, however, would all of the 13.4 million work disabled persons be eligible to receive

services in the Basic State Grants program. Some, for example, are already working to the limit of their abilities and capacities, while others may simply be uninterested in rehabilitation services or be too severely disabled to benefit from them. In FY 1987, State Rehabilitation Agencies served 917,482 persons, of whom 583,688 (63.6 percent) were severely disabled (the definition of severity differs from that in the CPS). The efforts of private for-profit and non profit, which also provide rehabilitation services, sources are not included in these figures, nor are the efforts of other government programs (e.g., Veterans Administration).

Services

Services are delivered by 84 State rehabilitation agencies in the United States and outlying territories. Some States have separate units to provide services to the blind and visually impaired. The range of services delivered is varied and comprehensive because services are provided to meet the needs of each person with disabilities in accordance with an individualized written rehabilitation program, as required by the Rehabilitation Act.

According to the latest program provided data from the program (FY 1985), the most common complex of services (apart from diagnosis and evaluation) is training; 54 percent of rehabilitated persons received one or more training services. The most common training service is personal and vocational adjustment training (24 percent), followed by vocational or trade school training (14 percent). On-the-job training (7 percent) may be the most effective service in producing successful rehabilitations. (More than 80 percent of all persons receiving on-the-job training whether severely disabled or not, are eventually rehabilitated, compared with an overall success rate of 63 percent). Other major services frequently delivered to rehabilitated State agency clients are physical and mental restoration (39 percent) and maintenance (support payments to clients who are undergoing services 22 percent). Clients typically receive guidance and counseling throughout the rehabilitation process.

Program Administration

Although the actual delivery of services is arranged for and provided by State vocational rehabilitation agencies, the Rehabilitation Services Administration (RSA) has overall responsibility for administration of the Basic State Grants program at the Federal level.

Outcomes

Table 1 summarizes the outcomes of the Vocational Rehabilitation program.

Table 2 provides some information by State on how long clients remain in the Vocational Rehabilitation program. It takes State agencies from as little as 6 days (South Dakota) to as long as almost 8 months (Vermont), on average, to

Table 1

Outcomes of the Vocational Rehabilitation Program (III.1)

	All Clients	Severely Disabled
Number of persons rehabilitated*	219,616	136,442
Persons rehabilitated as a % of active cases closed (rehab rate)		
FY 87	62.9	61.9
FY 85	64.2	62.2
% of those rehabilitated who were placed in**		
the competitive labor market	80%	73%
sheltered workshops	6%	9%
self-employed	3%	3%
homemaker/unpaid family help	<u>11%</u>	<u>14%</u>
	100%	100%

* FY87 data. The most recent available.

** FY85 data. The most recent available.

Table 2

Time-In-Status Indicators By State
Fiscal Year 1985 (R300 Data)

	Time-In-Eligibility Determination (00-02)		Time in Service Status (10-24)		Percent of Accepted Clients Completing VR Services Within One Year
	Mean	Median	Mean	Median	
Alabama	3.7	2	19.1	12	52.81
Alaska	4	3	14.3	13	50
Arizona	5.7	4	22.3	14	35.48
Arkansas (1)	4.7	2	22.3	14	53.49
California	3.5	3	16.9	12	51.91
Colorado	5.8	4	25.1	22	33.33
Connecticut	5.8	5	21.4	15	43.64
Delaware	3.7	3	13.8	12	53.85
District of Columbia	7.3	5	12.7	11	61.11
Florida (2)	6.6	3	16.1	12	55.55
Georgia	6.2	4	19.7	15	42.48
Guam	N/A	N/A	N/A	N/A	N/A
Hawaii	N/A	N/A	N/A	N/A	N/A
Idaho	2.6	2	11.6	8	69.23
Illinois	5.5	4	23.4	17	37.27
Indiana	5.4	4	19	13	48.94
Iowa (1)	N/A	N/A	N/A	N/A	N/A
Kansas	6.3	5	15.7	12	50
Kentucky	.3	0	22	11	51.92
Louisiana	N/A	N/A	N/A	N/A	N/A
Maine	7.4	4	13.5	11	55.55
Maryland	5.7	4	23.2	15	39.13
Massachusetts	6.6	4	24	15	46.76
Michigan (1)	2.9	2	17	12	53.39
Minnesota	4.6	3	26.8	23	30.51
Mississippi	3.5	3	17.1	12	53.03
Missouri (1)	6.2	5	20.5	15	44.95
Montana	2.9	2	18.8	21	16.67
Nebraska	3.6	3	20.5	17	32.26
Nevada	4.2	3	17	13	41.18
New Hampshire	11.3	4	26.2	19	30.77
New Jersey	N/A	N/A	N/A	N/A	0
New Mexico	4.9	4	19	14	41.66
New York	6.7	5	22.3	15	39.49
North Carolina	4.8	3	17.3	12	51.36
North Dakota	4.8	5	19.6	20	42.86
Northern Marianas	N/A	N/A	N/A	N/A	N/A
Ohio	4.3	3	15.8	11	56.02
Oklahoma	4.7	4	31	23	19.27
Oregon	3.3	3	13.9	13	44.44
Pennsylvania	4.5	3	20.6	13	46.7
Puerto Rico	N/A	N/A	N/A	N/A	N/A
Rhode Island	3.5	2	N/A	N/A	N/A
South Carolina	4.2	3	21.5	14	43.8
South Dakota	.2	0	21.4	15	50
Tennessee	3.7	3	21	14	46.94
Texas	3.6	3	14.4	10	59.92
Trust Terr.	N/A	N/A	N/A	N/A	N/A
Utah	4.2	3	21.9	17	35.29
Vermont	7.8	4	38.1	39	42.86
Virginia	2.8	3	15.2	7	65.45
Washington	4.5	4	20	17	38.19
West Virginia	7.2	5	23.3	15	43.9
Wisconsin	3.7	3	20.4	14	47.06
Wyoming	3.2	2	15	11	55.55

determine whether an applicant is eligible for services. Clients accepted for services spend, on the average, from just under 1 year (Idaho) to over 3 years (Vermont) receiving services. (To find total time from application to the end of services, the two columns can be added together. For example, the average client in North Carolina takes 4.8 months for eligibility determination and spends 19.6 months in service, for a total of 24.4 months in VR).

Table 2 presents both mean and median figures by state. The mean is the average time spent by clients in Vocational Rehabilitation; the median is the number of months after application when half of the clients have completed service. If time spent in Vocational Rehabilitation were normally distributed, the mean and median would be the same. It is clear from Table 2 that they are not; the mean is always larger than the median. This tells us that many clients spend considerably more than the average time in Vocational Rehabilitation, or that there are more unusually long-term clients than unusually short-term clients.

Table 2 also shows the percentage of clients who complete Vocational Rehabilitation within a year. In Oklahoma, fewer than 20 percent of the Vocational Rehabilitation clients complete services in 1 year or less. At the other extreme, 69 percent of the clients in Idaho complete Vocational Rehabilitation services within 1 year.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

Evaluation of the Impact of the State Vocational Rehabilitation Agency Management Control Project MCP will assess how the Management Control Project has improved management efficiency (ongoing).

Evaluation of State Vocational Rehabilitation Activities in Drug/Alcohol Rehabilitation will look at the role played by VR in combatting drug and alcohol abuse (ongoing).

Evaluation of Vocational Assessment Procedures and the Individualized Written Rehabilitation Plan Process Used by State Vocational Rehabilitation Agencies to evaluate the assessment procedures used to determine the employment potential and eligibility for services of VR clients (planned).

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ann Weinheimer, (202) 732-1417

Program Studies : Keith Baker, (202) 732-3630

CLIENT ASSISTANCE PROGRAM (CAP)
(CFDA No. 84.161)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended by Section 112 (29 U.S.C. 732) (expires September 30, 1991).

Purpose: To establish assistance programs to inform and advise clients and client applicants of all available benefits under the act and to help any who request assistance in their relationships with projects, programs, and facilities providing services to them under the act, including assistance to clients or applicants in pursuing legal, administrative, or other appropriate remedies to ensure the protection of their rights under the act. The program also can provide information on the available services under the act to any persons with disabilities in the State.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1982	\$ 942,000	1986	\$ 6,412,000
1983	1,734,000	1987	7,100,000
1984	6,000,000	1988	7,500,000
1985	6,300,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1988, there were 59 grantees, covering all the States and outlying territories.

Services

Services that may be given under the Client Assistance Program (CAP) are information and advice, and assistance in pursuing legal, administrative, and other available remedies when necessary to ensure the protection of a client or client applicant's rights under the act. The CAP may also provide the cost of travel for a client, client applicant, or attendant in connection with the provision of assistance.

In FY 1986, 39,098 persons were served. Of those, 25,613 received information or referral and 13,485 received more extensive services. In FY 1987, 44,381 persons were served. Of these, 30,847 received information and referral services and 13,534 received more extensive services.

Program Administration

The grants are awarded to a State through its Governor, who designates the public or private agency to conduct the State's client assistance program.

The designated agency must be independent of any agency providing treatment, services, or rehabilitation to individuals under the act unless, prior to February 22, 1984, there was an agency in the State that directly carried out a client assistance program under Section 112 and was, at the same time, a grantee under Section 112 or any other provision under the act.

Outcomes

None.

Information Strategies

The Rehabilitation Services Administration (RSA) is developing uniform programmatic and fiscal monitoring instruments for use by RSA in evaluating performance and activities of the CAP projects. One-third of the CAPs will be monitored each year, and problem areas will be identified so that corrective action and technical assistance can be targeted appropriately.

III. SOURCES OF INFORMATION

1. Evaluation of the Client Assistance Program (Rockville, MD: Professional Management Associates, Inc., September 1986).
2. Program files

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mark Shoob, (202) 732-1402

Program Studies : Keith Baker, (202) 732-3630

DISCRETIONARY PROJECT GRANTS FOR TRAINING REHABILITATION PERSONNEL
(CFDA No. 84-129)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended, Title III, Part A, Section 304(a) as amended by P.L. 99-506 (29 U.S.C. 774) (expires September 30, 1991).

Purpose: To support projects to increase the number and improve the skills of personnel trained to provide vocational rehabilitation services to handicapped people.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1966	\$24,800,000	1983	\$19,200,000
1970	27,700,000	1984	22,000,000
1975	22,200,000	1985	22,000,000
1980	28,500,000	1986	25,838,000
1981	21,675,000	1987	29,550,000
1982	19,200,000	1988	30,000,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Specialties for which shortages were judged by State agency directors to affect service to current clients who are the most severely disabled were rehabilitation counseling, rehabilitation of the blind, rehabilitation of the deaf, and vocational evaluation and work adjustment (III.1).

Services

The program supports training, traineeships, and related activities in a broad range of rehabilitation disciplines and areas of professional practice, including long-term training, experimental and innovative training, continuing education, and inservice training. Grants and contracts are awarded to States and public or nonprofit agencies and organizations, including institutions of higher education, to pay all or part of the cost of conducting training programs.

Outcomes

<u>Type of Training</u>	<u>Estimated Number of Trainees</u>	<u>Total Grant Awards</u>	<u>Average Federal Cost per Trainee</u>
Long-term	3,505	\$21,181,000	\$6,040
Experimental and innovative	250	1,920,000	6,480
Continuing education	2,825	3,651,000	1,290
Inservice	9,140	3,248,000	360
Total	15,720	30,000,000	1,910

Improvement Strategies

More effective allocation of training grants is being sought by means of improved information from the field on critical shortages of rehabilitation specialists, taking into account other factors, such as salary restrictions that may contribute to these shortages.

III. SOURCES OF INFORMATION

1. National Assessment of Personnel Shortages and Training Needs in Vocational Rehabilitation, (Washington, DC: Pelavin Associates, June, 1987).

IV. PLANNED STUDIES

Rehabilitation Services Administration plans to collect data on training needs and personnel shortages in the fall of 1988 to update basic data and information collected in the 1987 study. It is expected that these data will be used to adjust fiscal year 1989 funding allocations prior to making grant awards. During FY 1989, RSA will examine the instrumentation and methodology used in the previous studies.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Delores L. Watkins, (202) 732-1351

Program Studies: Rob Barnes, (202) 732-3630

GRANTS FOR VOCATIONAL REHABILITATION OF SEVERELY
HANDICAPPED INDIVIDUALS
(CFDA No. 84.128)

I. PROGRAM PROFILE

Legislation: The Rehabilitation Act of 1973, P.L. 93-112, as amended Title III, Part B, Section 311 (a)(1), 311 (d)(1), and 311 (e)(1) (29 U.S.C. 777a (a), and further amended by P.L. 99-506 (expires September 30, 1991)).

Purpose: To support demonstration projects that develop innovative methods and comprehensive service programs to help persons with severe disabilities achieve satisfactory vocational adjustments.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1974	\$1,000,000	1984	\$ 11,235,000 <u>1/</u>
1975	1,295,000	1985	14,635,000 <u>1/</u>
1980	9,568,000	1986	27,945,000 <u>2/</u>
1981	9,765,000	1987	25,310,000 <u>1/ 3/</u>
1982	8,846,000	1988	26,585,000 <u>1/ 4/</u>
1983	9,259,000		

1. Includes funding for the Spinal Cord Injury program administered by the National Institute on Disability and Rehabilitation Research (NIDRR).
2. Includes \$8,613,000 earmarked for Supported Employment projects, \$5,000,000 for the Spinal Cord Injury program administered by the National Institute on Disability and Rehabilitation Research, \$718,000 for the South Carolina Comprehensive Rehabilitation Center, and \$4,785,000 for the Oregon Hearing Institute.
3. Includes \$9,000,000 for Supported Employment Projects and \$475,000 for Model Statewide Transitional Planning Services for Severely Handicapped Youth Projects.
4. Includes \$9,520,000 for Supported Employment and \$5,000,000 for the Spinal Cord Injury program administered by NIDRR.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Priority was given to the support of projects that would provide services to special disability populations for whom there was an identified need to improve and expand rehabilitation service delivery.

Services

In FY 1988, there were 40 grant for supported employment, 13 grants for spinal cord injury, and 8 special demonstration projects.

Improvement Strategies

One of the main purposes of the Special Projects program is to improve service delivery by the State vocational rehabilitation unit to severely disabled populations. To accomplish this, it is important that the State vocational rehabilitation unit be involved in the planning of the proposed project. The Special Project should establish an ongoing relationship with the State vocational rehabilitation unit to ensure the unit's involvement in the project's further development and implementation (III.1).

The contractor recommended that a State vocational rehabilitation unit representative be a member of any project advisory board and that the project provide written progress reports to the State vocational rehabilitation unit.

Slow referrals of individuals to the project for service delivery has been the primary problem in program implementation. The contractor therefore recommended that the Special Projects program place a greater emphasis on marketing to increase the number of referral sources and that the Rehabilitation Services Administration establish a uniform reporting procedure.

III. SOURCES OF INFORMATION

1. Evaluation of the Special Rehabilitation Projects and Demonstrations for Severely Disabled Individuals (Harold Russell Associates, Inc., December 1987).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Delores L. Watkins, (202) 732-1349

Program Studies : Keith Baker, (202) 732-3630

SPECIAL PROJECTS FOR INITIATING RECREATION PROGRAMS FOR
HANDICAPPED INDIVIDUALS
(CDFA No. 84-128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title III, Section 316, as amended by P.L. 99-506 (29 U.S.C. 777f) (expires September 30, 1991).

Purpose: To initiate special programs of recreational activities for persons with disabilities in order to increase their mobility, socialization, independence, and community integration.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1982	\$1,884,000	1986	\$2,105,000
1983	2,000,000	1987	2,330,000
1984	2,000,000	1988	2,470,000
1985	2,100,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Approximately 105,000 mentally and physically disabled persons have been served through projects funded from FY 1981 through FY 1987. The 31 projects initiated in FY 1987 and continued in FY 1988 are expected to serve 17,000 persons with disabilities.

Services

Projects emphasize integrating disabled persons into community-based activities and programs with able-bodied persons in both urban and rural settings. Projects also promote independence, socialization, and increased mobility. These projects include activities such as rafting, boating, sailing, horseback riding, arts, hand crafts, dancing, camping, skiing, and aerobics. All projects initiated in FY 1987 and continued in FY 1988 provide for recreation activities that are integrated into the community.

Program Administration

For the first time since the inception of this program, all projects funded in FY 1987 were awarded for more than a 1-year project period. The 1986 Amendments to the Rehabilitation Act required that all grants under this program be awarded for a minimum of 3 years.

Improvement Strategies

The change to 3-year project periods should result in more diverse, better-developed projects that are integrated into ongoing community recreation programs during and after expiration of these projects.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Frank Caracciolo, (202) 732-1340

Program Studies : Kimmon Richards, (202) 732-3630

REHABILITATION SERVICES--SPECIAL PROJECTS FOR HANDICAPPED MIGRATORY AND SEASONAL FARM WORKERS (CFDA No. 84.128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, Section 312, P.L. 93-112, as amended by P.L. 99-506 (29 U.S.C. 777b) (expires September 30, 1991).

Purpose: To provide vocational rehabilitation services to handicapped migratory and seasonal farm workers (MSFWs) and other services to members of their families who are with them.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1977	\$ 530,000	1984	\$ 950,000
1980	1,530,000	1985	950,000
1981	1,325,000	1986	957,000
1982	951,000	1987	1,058,000
1983	951,000	1988	1,100,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

There are at least 280,000 disabled migratory and seasonal farm worker participants in the labor force, and another 60,000 family members with disabilities nationwide (III.1).

Disabled farm workers served by the projects are very poor. The average family income of disabled MSFWs served in FY 1987 was \$2,316 (III.1). Only 30 percent of the Hispanic farm workers regularly spoke English. Seventy-five percent of farm workers over 40 years of age have only a primary school education.

Almost one-third of MSFW disabilities are work-related; 21 percent of the disabled farm workers interviewed were disabled as a result of a work accident. Another 11 percent of those interviewed reported their disability stemmed from a work-related illness.

Funded projects are available in 11 of the 23 States with the highest populations of migratory and seasonal farmworkers in the country. Projects do not always cover all parts of the State with large MSFW populations.

Services

Approximately 2,500 migratory and seasonal farm workers with disabilities are served annually and about 500 are rehabilitated. The 11 service projects funded each year provide a variety of rehabilitation services to the MSFW population.

Clients were generally satisfied with services. They reported that the most important benefits were the receipt of medical services and counseling (III.1).

Comprehensive rehabilitation services and culturally relevant counseling are provided by the staff of these projects. Specific services include outreach and diagnostic services, vocational assessment, plan development, physical restoration services, vocational training, and placement and postplacement services. The primary service provided was physical restoration. Many of the vocational programs also included remedial education and English as a Second Language, because lack of education and language skills prevent many older MSFWs with disabilities from successfully participating in the training courses that are available.

Program Administration

Programs are usually administered by the directors of the State Vocational Rehabilitation agencies, which are the only eligible applicants for these grants. Although the State directors have provided strong leadership in most cases, the staff time allocated for these grants is very low—usually less than 10 percent of the project director's time.

Outcomes

Findings from a study conducted in March 1987 (III.1) indicated the following outcomes:

- o The program is providing adequate services to MSFWs in areas where projects are funded.
- o Most projects had an overall high quality of outreach and were very successful in affording MSFWs access to vocational rehabilitation services.
- o Rehabilitated MSFWs were more satisfied with their jobs than were nonrehabilitated clients or clients not accepted for service.
- o Thirty-five to 60 percent of MSFW clients return to farm work after receiving rehabilitation services.
- o Projects coordinate well with other organizations serving MSFWs.

Improvement Strategies

Rehabilitation Services Administration plans to conduct a workshop for Migrant Project Directors in Washington, DC, in 1989 as recommended by a recent study (III.1) which suggests annual conferences. The study will be used as a basis for conducting the workshops and improving the program at all levels.

III. SOURCES OF INFORMATION

1. Evaluation of the Migrant and Seasonal Farm Workers' Vocational Rehabilitation Service Projects (San Francisco, CA: E.H. White and Company, September, 1987).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Frank Caracciolo, (202) 732-1340

Program Studies : Barbara Vespucci, (202) 732-3630

HELEN KELLER NATIONAL CENTER (HKNC) FOR DEAF-BLIND
YOUTHS AND ADULTS
(CFDA No. 84. 128)

I. PROGRAM PROFILE

Legislation: The Rehabilitation Amendments of 1984, P.L. 98-221, Title II (Helen Keller National Center Act), as amended by P.L. 99-506, Title IX (29 U.S.C. 1901-1906) (expires September 30, 1991).

Purpose: To provide comprehensive services for deaf-blind youths and adults.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1972	\$ 600,000	1984	\$ 4,000,000
1975	2,000,000	1985	4,200,000
1980	2,500,000	1986	4,115,000
1981	3,200,000	1987	4,600,000
1982	3,137,000	1988	4,800,000
1983	3,500,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

In FY 1988, the HKNC served 78 trainees at its residential facility and provided referrals and counseling to another 1,058 deaf-blind persons in their own States and communities through 10 regional offices. Affiliated agencies served an additional 1,626 deaf-blind persons.

Outcomes

Of 78 clients served at the residential facility in program year 1988, 13 were successfully placed in work situations, 21 left the program for other reasons, and 44 stayed on for additional training. Comparable information for the 2,684 deaf-blind persons served through regional offices and affiliates in 1988 was unavailable (III.1).

Improvement Strategies

The HKNC continues expanding its quality assurance system which enables the Center to improve services to deaf-blind and multihandicapped deaf-blind persons by developing goals and objectives for each client, to be expressed in measurable and observable terms. Additionally, the Center is expanding the involvement of the community as a training site.

Improved outcome measures, based on followups of former clients, is another recommendation of the just-completed study (III.2).

III. SOURCES OF INFORMATION

1. FY 1988 Annual Report of the Helen Keller National Center.
2. Evaluation of the Helen Keller National Center for Deaf-Blind Youth and Adults, (Washington, DC: Associate Control, Research and Analysis Inc., August 1, 1988).

IV. PLANNED STUDIES

The HKNC Act requires that the Secretary of Education annually evaluate the HKNC's activities. The Department uses the special evaluation instruments developed under contract to assess the HKNC.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Elizabeth Arroyo, (202) 732-1314

Program Studies : Rob Barnes, (202) 732-3630

PROJECTS WITH INDUSTRY PROGRAM (PWI)
(CFDA No. 84.128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title VI, Part B, Section 621 as amended by P.L. 99-506 (29 U.S.C. 795g) (expires September 30, 1991).

Purpose: This is a Federal government/private industry partnership initiative in which corporations, labor organizations, trade associations, foundations, State vocational rehabilitation agencies, and volunteer agencies work with the rehabilitation community (1) to create and expand job opportunities in the competitive labor market, (2) to provide job training in realistic work settings, and (3) to provide support services to enhance the pre- and postemployment success of persons with disabilities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1970	\$ 900,000	1984	\$13,000,000
1975	1,000,000	1985	14,400,000
1980	5,500,000	1986	14,547,000
1981	5,250,000	1987	16,070,000
1982	7,510,000	1988	17,000,000
1983	13,000,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

Services available to disabled clients vary from project to project depending on the population served and type of project. Services generally include intake and evaluation, prevocational counseling, training to enhance job-seeking skills vocational training, job development, and job placement. Services to employers could include job site modification, equipment modification, and employee recruitment.

Nearly 5,000 business persons and rehabilitation professionals donate time to PWI by serving on project advisory committees. Approximately 16,000 people were served by 108 projects in FY 1987.

Program Administration

Each project is required by law to have a Business Advisory Council (BAC) composed of representatives from private industry, business and organized labor. Each BAC is to become involved in the management of the project by identifying job availability in the community identifying the skills necessary to fill the identified jobs, and prescribing training programs tailored to their need.

Outcomes

A 1985 study (III.2) reported the following findings:

- o Many PHI clients are making the transition to stable, competitive employment, indicating general PHI program success.
- o The relatively low cost per PHI placement indicates that goals are being met efficiently.
- o Placements in FY 1983-84 resulted in a total estimated gain in earned income of \$1.3 million per week.

Improvement Strategies

The FY 1986 amendments to the Rehabilitation Act required improved distribution of PHI projects, development of indicators for program and project assessment, and technical assistance to PHI projects and potential grantees. In the FY 1987 and 1988 grant competitions, priority was given to project applicants proposing to serve geographic areas among the States that were currently not served or underserved by PHI. Mandated site visits are expected to begin in FY 1989 and continue through FY 1991.

In accordance with the 1986 Amendments to the Rehabilitation Act, indicators are being developed to be used to determine the extent that each grantee is in compliance with the evaluation standards previously developed for this program. Following initial pretesting and publication as regulations in the Federal Register, the indicators will be used to make decisions about continuation funding in FY 1990.

III. SOURCES OF INFORMATION

1. Assessment of the Projects with Industry Program (Washington, DC: Advanced Technology, Inc., April 1983).
2. Evaluation of the Projects with Industry (PHI) Program (Washington, DC: Policy Studies Associates, Inc., January 1985).
3. Compliance Indicators for Projects with Industry Program (Washington, DC: Policy Studies Associates, Inc., July 1988).

4. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Sandy DeSantis, (202) 732-1333

Program Studies : Keith Baker, (202) 732-3630

CENTERS FOR INDEPENDENT LIVING
(CFDA No. 84.132)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Section 721, as amended (29 U.S.C. 796e) (expires September 30, 1991).

Purpose: To provide independent living services to persons with severe disabilities to help them to function more independently in family and community settings or to secure and maintain appropriate employment.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1979	\$ 2,000,000	1984	\$19,400,000
1980	15,000,000	1985	22,000,000
1981	18,000,000	1986	22,011,000
1982	17,280,000	1987	24,320,000
1983	19,400,000	1988	25,500,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Centers for Independent Living provide diverse services to persons with a variety of disabilities, approximately 75 percent of whom are severely disabled. More than 50,000 persons with disabilities have been served by Centers for Independent Living.

In FY 1987 and FY 1988, 13 continuation projects and 5 new projects, respectively, were awarded to the applicants best demonstrating that the project would be conducted in areas of the country currently unserved or underserved by the Centers for Independent Living program. A total of 187 centers are funded under this program.

Services

Centers for Independent Living devote a significant amount of their resources to advocacy, peer counseling, training to develop independent living skills, community change, and capacity building. The array of additional direct services available from centers includes personal care, attendant training and management, housing modification, technical assistance to create accessible housing, job readiness, skills training, and social skills training.

Program Administration

All centers are required to have a governing board with a majority of its numbers being persons with disabilities. This condition for receipt of Part B funds was implemented in FY 1988 as a result of the 1986 Amendments to the Rehabilitation Act.

Improvement Strategies

Funds were awarded to a Research and Training Center to develop indicators, as mandated by the 1986 amendments to the Rehabilitation Act, which will be used by the Department of Education in developing compliance indicators to assess grantee adherence to the evaluation standards developed for this program. Decisions to continue the Centers for Independent Living projects will be based on onsite and inhouse reviews using the evaluation standards and indicators. Indicators of minimum compliance will be used to measure the performance of each center beginning in FY 1989. Beginning in FY 1990, continued funding will be determined on the basis of successful performance.

Research and Training Centers for Independent Living (CILs) have increased the priority for, and amount of, technical assistance to CILs. The National Council on Independent Living has received a grant from the National Institute for Disability Research to develop a technical assistance network.

III. SOURCES OF INFORMATION

1. Comprehensive Evaluation of the Title VII, Part B of the Rehabilitation Act of 1973 (as amended), Centers for Independent Living Program (Berkeley, CA: Berkeley Planning Associates, May 1986).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Deidre Davis, (202) 732-1326

Program Studies : Keith Baker, (202) 732-3630

VOCATIONAL REHABILITATION SERVICE FOR HANDICAPPED AMERICAN INDIANS
(CFDA No. 84.128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title I, Section 130 as amended by P.L. 99-506 (29 U.S.C. 750, 752) (expires September 30, 1991).

Purpose: The purpose of this program is to support projects to provide vocational rehabilitation services to handicapped American Indians who live on Federal or State reservations.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1981	\$650,000	1985	1,430,000
1982	624,000	1986	1,340,000
1983	650,000	1987	3,202,500
1984	715,000	1988	3,448,750

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The 14 Vocational Rehabilitation Service projects for handicapped American Indians (of which 8 are continuations and 6 are new) are directed by the tribes, which received grants from the Rehabilitation Services Administration (RSA). The tribes serve Indians who live on Federal or State reservations; the tribes are expected to provide services similar to those provided under the Vocational Rehabilitation State Grant Program.

Services

The 14 vocational rehabilitation service projects and the State vocational rehabilitation programs provide comprehensive rehabilitation services, diagnostic services, vocational assessment, plan development, restoration, vocational training, placement, and postemployment support. Individual projects also conduct outreach activities designed to acquaint potential clients with the range of services available. Approximately 3,000 disabled American Indians were served with FY 1988 funds.

Program Administration

RSA provides grant funds to projects and monitors the projects. The governing bodies of the tribes provide rehabilitation services or contract for services. State vocational rehabilitation agencies administer vocational rehabilitation services to American Indians in the same manner as to all other clients. The agencies are required to submit a rehabilitation plan, including the rehabilitation needs of American Indians, to RSA Regional Offices for approval.

Improvement Strategies

Now that States are required to address the rehabilitation needs of American Indians in their State plans, using increased program resources, RSA regional staff will be better able to assist with the delivery of rehabilitation services to American Indians, working together with tribal groups, and State and local agencies. Additional improvement strategies, recommended in a recent study (III.1), include augmenting transitional services for handicapped high school students and working with tribal economic development councils to develop jobs for disabled American Indians.

III. SOURCES OF INFORMATION

1. Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation, (Flagstaff, AZ: Native American Research and Training Center, Northern Arizona University, November 1987).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Frank S. Caracciolo, (202) 732-1340

Program Studies : Rob Barnes, (202) 732-3630

INDEPENDENT LIVING SERVICES FOR OLDER BLIND INDIVIDUALS
(CFDA No. 84.177)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Section 721, as amended by P.L. 99-506 (29 U.S.C. 796f) (expires September 30, 1991).

Purpose: Project grants are competitively awarded under this program to State rehabilitation agencies to provide independent living services for blind persons age 55 years and older to help them adjust to blindness and live more independently in their homes and communities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1986	\$4,785,000
1987	5,290,000
1988	5,600,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1988, 28 grants were made.

Services

Independent Living Services for older blind persons includes any services that will assist such persons, as defined in Section 721(d) of the act, to correct blindness or visual impairment or to adjust to blindness by becoming more able to care for individual needs: outreach, eye glasses, other vision aids, guide services, transportation, orientation and mobility services, reader services, and other services for independent functioning in the home and community. In addition to these statutory services, the program also provides information and referral, housing relocation, peer counseling, and adaptive skills training.

Program Administration

The State unit designated to provide rehabilitation services to blind persons is the eligible agency under this program. Each designated State unit may either directly provide independent living services under this program or it may make subgrants to other public agencies or private, nonprofit organizations to provide these services.

Outcomes

This program was authorized by 1978 Amendments to the Rehabilitation Act. The Rehabilitation Services Administration awarded 24 grants in 1986; the number of grants has subsequently been expanded to 28. The projects are located in State vocational rehabilitation agencies and State agencies for the blind and visually impaired.

Improvement Strategies

Final regulations for this program were published in the Federal Register on July 15, 1988, and became effective September 16, 1988. The regulations provide that the only eligible applicant is the State Agency authorized to provide rehabilitation services to blind persons. Selection criteria included in these regulations encourage applicants to include older blind persons in the planning of program activities.

III. SOURCES OF INFORMATION

Program files

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation: Yvonne Neal, (202) 732-1410

Program Studies : Keith Baker, (202) 732-3630

COMPREHENSIVE SERVICES FOR INDEPENDENT LIVING
(CFDA No. 84.169)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Sections 701-706, as amended (29 U.S.C. 796-796d-1) (expires September 30, 1991)

Purpose: The State Independent Living Rehabilitation Services Program authorizes grants to designated State units, as defined in 34 CFR 361.1, to provide comprehensive services for independent living to persons whose disabilities are so severe that they do not now have the potential for employment but may benefit from vocational rehabilitation services which will enable them to live and function independently. The program may also serve individuals who require independent living services to improve their ability to engage in or continue in employment.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1985	\$ 5,000,000
1986	10,527,000
1987	11,830,000
1988	12,310,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1988, funds under this program were distributed to 81 State agencies. Analysis of 40 State plans for FY 1988 found that the following services were offered: counseling, housing, physical and mental restoration, attendant care, transportation, interpreter services for the deaf, readers, teaching, orientation, mobility, recreation, vocational job placement, referral, telecommunication, sensory and other technological aids and devices, preschool programs, and prevention service. In addition to these services authorized by statute, training services to family members are provided.

Services

Under Part A of Title VII of the act, the designated State unit may offer appropriate comprehensive services for independent living as specified under Section 702(b) and Title I of the act.

In its State Plan for Independent Living Rehabilitation Services, the designated State unit identifies those services it chooses to provide to persons with severe disabilities. The designated State unit conducts studies of the independent living rehabilitation service needs of persons with severe disabilities within the State to plan for and improve future independent living services. Decisions regarding which services to provide to a persons with severe disabilities are based on an individualized written rehabilitation program developed for the person.

Program Administration

The designated State unit administers the State's independent living rehabilitation services program.

Improvement Strategies

The Rehabilitation Services Administration is developing a case review system for this program; the system will be based on the established case review system currently in use for the vocational rehabilitation program under Title I of the act. RSA is also developing a State program review guide for the purpose of monitoring State agency performance.

III. SOURCES OF INFORMATION

1. State Plan for Independent Living Rehabilitation Services.
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Dora Teimouri, (202) 732-1397

Program Studies : Keith Baker, (202) 732-3630

SUPPORTED EMPLOYMENT SERVICES FOR INDIVIDUALS WITH SEVERE HANDICAPS
(CFDA 84.187)

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title VI, Part C, as amended by P.L. 99-506, Section 704 (U.S.C. 795 j-g) (expires September 30, 1991).

Purpose: The Supported Employment Services Program authorizes grants (supplementary to grants for vocational rehabilitation services under Title I) to help States develop collaborative programs with appropriate public agencies and private nonprofit organizations for training and traditionally time-limited postemployment services leading to supported employment for persons with severe disabilities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$25,000,000
1988	26,470,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1988, 19 grants for Supported Employment projects were made under this authorization. Another 10 grants for Supported Employment projects were funded from another authority. Two projects were national in scope, the remainder were State-level projects.

Services

Services authorized under Title VI, Part C, are limited to training and traditionally time-limited postemployment services leading to supported employment. Extended supported employment services are to be provided by the relevant State agencies and private organizations as specified under Section 634 (b) (4) of this part or any other available source. Decisions regarding which services to provide to an individual with severe handicaps are based on an individualized written rehabilitation program developed for that person.

Outcomes

FY 1988 program data are not available. Supported employment indicators have recently been added to the Case Services Report System; however, data will not become available for quite some time. A method for determining outcomes is being developed.

Improvement Strategies

The Rehabilitation Services Administration is developing a case review system for Title VI, Part C, which is based on an established case review system currently in use for the vocational rehabilitation program under Title I of the act. RSA is also developing a supplement to the State program review guide for Title I, which will address supported employment services and will be used for monitoring State agency performance.

III. SOURCES OF INFORMATION

1. State Plan Supplement for Supported Employment Services
2. Program files

IV. PLANNED STUDIES

NIDRR is currently studying supported employment programs to determine what strategies the states have employed in developing a statewide system of supported employment; to further identify long term financial support available to the program; and to determine the number of persons served, cost of services, and the employment history of those served. It is expected that this study will have findings applicable to this program. The final report is due in mid-1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Fred Isbister, (202) 732-1297

Program Studies : Keith Baker, (202) 732-3630

SPECIAL INSTITUTIONS FOR THE HANDICAPPED
(No CFDA Number)

A. American Printing House for the Blind (APHB)

I. PROGRAM PROFILE

Legislation: Act of March 3, 1879 (20 U.S.C. 101 et seq.) (no expiration date).

Purpose: To provide good-quality educational materials to legally blind persons enrolled in formal educational programs below the college level. Materials are manufactured and made available free of charge to schools and States through proportional allotments based on the number of blind students in each State.

Funding History 1/

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1965	\$ 865,000	1983	\$5,000,000
1970	1,404,000	1984	5,000,000
1975	1,967,000	1985	5,500,000
1980	4,349,000	1986	5,263,000
1981	4,921,000	1987	5,500,000
1982	5,000,000	1988	5,266,000

1. Excludes a permanent appropriation of \$10,000 for all years; reflects enacted supplementals, rescissions, and reappropriations.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The American Printing for the Blind (APHB) served 43,145 students in FY 1988, a decrease of 2,785 from the FY 1987 level of 45,930 students. This change was due to implementation of a requirement that all adult rehabilitation clients have to be enrolled in an educational or vocational training program for 20 or more hours per week. APHB estimates that approximately 45,000 students will be served in 1989. Of these approximately 33 percent are visual readers, 12 percent are braille readers, 17 percent are auditory readers, 8 percent are prereaders, and 29 percent are nonreaders. These students generally attend public schools (81 percent). About 10 percent of the students served are enrolled in residential programs, 3 percent are in programs for the multihandicapped, and 5 percent are in vocational rehabilitation programs.

Services

APHB maintains an inventory of approximately \$3,500,000 in special educational materials for the blind. It visits approximately 20 agencies or programs each year to inform administrators and teachers about available materials. In addition, APHB conducts basic and applied research to develop new educational materials for use in educating blind students.

Program Administration

The Act to Promote the Education of the Blind, as amended, authorized the Federal Government to provide an appropriation to the APHB to manufacture and distribute special educational materials free of charge to schools and programs serving blind students enrolled in educational programs below the college level. This appropriation represents approximately 40 percent of APHB's total expenditures. Materials are available to each State and territory in proportion to their share of the total national enrollment of blind students. This enrollment is determined by an annual census administered by APHB.

Outcomes

New products developed by APHB in 1988 include the following:

1. Speaqualizer--a device that provides synthetic speech capability to the IBM family of personal computers;
2. Echo Commander--a speech synthesis system and control unit;
3. Pocketbraille--a small, highly portable, braille note-taking device;
4. Apple computer "talking literacy" kits for teachers and students;
5. Model braille keyboard;
6. Apple II ProDOS user's manual;
7. Light box materials level III;
8. "Twist, Turn, and Learn"--a game kit used to promote fine motor development; and
9. Handi-Cassette--a new, small player-recorder.

Improvement Strategies

In FY 1987, APHB began to computerize the annual census and to establish a national educational materials data base. The full benefits of these programs will not be realized until 1989. In 1989, the APHB also plans to upgrade the new computerized system to make it easier for the States to use the system. The new education materials data base, named APH-CARL, will also be improved to make it easier to use and to extend its benefits to additional users.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

A study is under consideration for FY 1989 to determine whether the per-pupil allotment meets the needs of blind students and how the accuracy of counts of student enrollment (the method for determining the level of funds to be allotted to each State) can be improved.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joyce Caldwell, (202) 732-1011

Program Studies : Audrey Pendleton, (202) 732-3630

B. National Technical Institute for the Deaf (NTID)

I. PROGRAM PROFILE

Legislation: The National Technical Institute for the Deaf Act, P.L. 89-36; repealed and replaced by the Education of the Deaf Act, P.L. 99-371, Title IV (20 U.S.C. 4301 et seq.) (expires September 30, 1991).

Purpose: To promote the employment of deaf people by providing technical and professional education for the Nation's deaf young people. The National Technical Institute for the Deaf (NTID) also conducts applied research and offers training in occupational and employment related aspects of deafness, including communication assessment and instruction, and education and cognition.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1970	\$ 2,851,000	1984	\$28,000,000
1975	9,819,000 1/	1985	31,400,000 3/
1980	17,349,000	1986	30,624,000
1981	20,305,000	1987	32,000,000
1982	26,300,000 2/	1988	31,594,000
1983	26,300,000		

1. Includes \$1,981,000 for construction.
2. Includes \$2,729,000 for construction.
3. Includes \$1,400,000 for construction.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The National Technical Institute for the Deaf (NTID) provides a residential higher education facility for the postsecondary technical training and education of the Nation's deaf young people. The NTID serves students with an average hearing loss of 92 decibels. NTID projects that approximately 1,200 students will be enrolled in FY 1989. In addition, it estimates that about 325 persons will participate in programs of the National Center on Employment of the Deaf.

Services

NTID offers a variety of technical programs at the certificate, diploma, and associate degree levels, including majors in business, engineering, science, and visual communications. These programs supplemented by

support services and special programs such as tutoring, note-taking, interpreting, special educational media, cooperative work experience, and job placement. In addition, NTID conducts applied research and provides training in occupational and employment-related aspects of deafness, communication assessment, and educational techniques to professionals in the field of deafness and others working with or for deaf persons.

Program Administration

The Department of Education contracts with the Rochester Institute of Technology (RIT) to provide the facilities and core services necessary to operate NTID. NTID is one of eight colleges at RIT, all of which are open to NTID students seeking course work beyond that offered by NTID or degrees beyond the associate degree level. NTID receives a Federal subsidy to provide educational programs for deaf Americans. The Federal appropriation represents approximately 83 percent of NTID's total budget.

Outcomes

NTID awarded degrees to 180 students in FY 1988. One hundred publications developed at NTID are available for distribution to the public.

Improvement Strategies

The Education of the Deaf Act of 1986 significantly expanded the monitoring and evaluation responsibilities of the Secretary of Education over NTID. The Department of Education is working with NTID to control expenditures and to increase non-Federal revenues while preserving the quality and availability of programs. NTID plans to continue to increase affirmative action and equal employment opportunities in response to criticism from Congress. An updated affirmative action policy has been prepared and is being implemented.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

In FY 1988, the Department of Education began a review of revenue and expenditures trends at NTID, Gallaudet University, and comparable schools to determine the effects of proposing tuition increases for the students attending these two institutions. The Department will also assess the need for other evaluations and develop guidelines on how to conduct such studies.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joyce Caldwell, (202) 732-1011

Program Studies : Audrey Pendleton, (202) 732-3630

C. Gallaudet University

I. PROGRAM PROFILE

Legislation: Public Laws 83-420, 89-694 and 91-587 were repealed and replaced by the Education of the Deaf Act of 1986, P.L. 99-371 (20 U.S.C. 4301 et seq.), which expires September 30, 1991.

Purpose: To provide elementary, secondary, college preparatory, undergraduate, and continuing education programs for hearing-impaired persons, and graduate programs relating to deafness for both hearing and deaf persons; to conduct basic and applied research on deafness; and to offer public service programs to hearing-impaired persons and to the professionals who work with them.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1970	\$ 6,400,000 1/	1984	\$56,000,000
1975	35,595,000 2/	1985	58,700,000
1980	48,341,000 3/	1986	59,334,000
1981	49,768,000 4/	1987	62,000,000
1982	52,000,000	1988	62,195,000
1983	52,000,000		

1. Includes \$1,218,000 for construction.
2. Includes \$18,231,000 for construction.
3. Includes \$10,730,000 for construction.
4. Includes \$6,594,000 for construction.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Programs at Gallaudet primarily serve deaf persons. A study by the General Accounting Office (GAO) (III.1.) found that 89 percent of entering students had a hearing loss of 70 decibels or greater and that 64 percent had profound hearing losses of 90 decibels or greater. During FY 1988, the university enrolled 2,287 preparatory, undergraduate, special, and graduate students. Two federally funded precollege programs at Gallaudet are Model Secondary School for the Deaf, which enrolled 360 secondary school students, including 44 students in the Postsecondary Enrichment Program, and Kendall Demonstration Elementary School, which enrolled 200 elementary school students. Gallaudet also served an estimated 54,000 persons through outreach programs and product dissemination and provided 55,650 hours of student support services.

Hearing students are admitted to the Interpreter Training Program and to graduate and outreach programs, which provide instruction to persons who will be working with hearing-impaired persons. Also, five hearing undergraduate students were admitted in FY 1988 as part of an experimental new policy to afford opportunities to hearing students who plan to work with hearing-impaired persons to gain exposure their needs.

Services

Gallaudet University, which is a private, nonprofit educational institution, offers graduate programs in fields related to deafness for deaf and hearing students. It conducts a wide variety of basic and applied research, and provides public service programs for deaf persons and professionals who work with deaf persons. In addition, its support programs provide services in educational technology, social service, family education, speech, audiology, student counseling, educational assessment, occupational therapy, medical services, and evaluation.

Program Administration

The Federal Government provides 100 percent of the funding for precollege programs and 74 percent of funding for the college-level and outreach programs. The programs are authorized by the Education of the Deaf Act of 1986, which also significantly expanded the monitoring and evaluation responsibilities of the Secretary of Education over Gallaudet's educational programs and activities and administrative operations. The operation of the institution is under the direction and control of a 21-member Board of Trustees.

Improvement Strategies

The Department of Education is working with the university to control expenditures and increase non-Federal revenues while preserving the quality and availability of programs. Following its evaluation of the precollege programs in 1987, the GAO recommended that Gallaudet separately report and account for school operations and research and development activities, improve its financial controls over research projects, and reevaluate its strategy for marketing precollege materials. Gallaudet is responding to these recommendations.

III. SOURCES OF INFORMATION

1. Educating Students at Gallaudet and the National Technical Institute for the Deaf, March 22, 1985, General Accounting Office (GAO)/HRD-85-34.
2. Deaf Education: Cost and Student Characteristics at Federally Assisted Schools, February 14, 1986, GAO/HRD-86-648R.
3. Deaf Education: The National Mission of Gallaudet's Elementary and Secondary Schools, September 30, 1987, GAO/HRD-87-133.

IV. PLANNED STUDIES

A study is planned to convene a panel of experts in deafness, higher education, and program evaluation to assist in drafting guidelines for a programmatic review of Gallaudet University programs.

A study is under way of the Model Secondary School for the Deaf and Kendall Demonstration Elementary School to examine the relationship of these schools to placement decisions of local education agencies and to compare the cost of services provided by the schools with those of State or private programs.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joyce Caldwell, (202) 732-1011

Program Studies : Audrey Pendleton, (202) 732-3630

OFFICE OF VOCATIONAL AND ADULT EDUCATION

VOCATIONAL EDUCATION--BASIC GRANTS TO STATES
(CFDA No. 84-048)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act, P.L. 98-524, as amended, Title II, Part A (20 U.S.C. 2331-2334) and Title II, Part B (20 U.S.C. 2341-2342) (expires September 30, 1989).

Purposes: To help States and outlying areas to ensure equal opportunity in vocational education for traditionally underserved populations, and to improve the quality of vocational education programs to give the Nation's workforce the marketable skills needed to improve productivity and promote economic growth.

Funding History

<u>Fiscal Year</u>	<u>Appropriation 1/</u>	<u>Fiscal Year</u>	<u>Appropriation 1/</u>
1965	\$168,607,000	1983	\$657,902,000
1970	342,747,000	1984	666,628,758
1975	494,488,000	1985	777,633,429
1980	719,244,000	1986	743,965,099
1981	637,315,000	1987	809,507,974
1982	587,736,648	1988	798,665,863

1. These amounts include funds apportioned to the States each year under the Smith-Hughes Act's permanent authorization. For FY 1976 through FY 1984, the amounts represent funds for Basic Grants, program improvement, and support services under P.L. 94-482. For FY 1985 through FY 1988, the amounts represent the Basic Grant under P.L. 98-524.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The National Assessment of Vocational Education (NAVE) First Interim Report (III.2) reported the following findings:

- o 97 percent of the high school class of 1982 had enrolled in at least one high school vocational education course.
- o Half of all students took four or more vocational education courses.
- o Vocational enrollments accounted for 20 percent of total course work for this cohort.

The vocational curriculum was dominated by three subject areas: business, trade and industry, and consumer and homemaking education. A recent decline in participation in vocational education classes will be explored in future NAVE reports.

Overall, enrollments in high school vocational education for the class of 1982 were similar for both sexes and all racial groups except Asians, who had a very low rate of participation. Enrollment in advanced specific labor market courses was somewhat higher for American Indians and blacks. However, there were differences in subject area enrollments by sex:

- o Males predominated in introductory industrial, agricultural, and all trade and industrial subjects.
- o Females predominated in consumer and homemaking education, business support, health, and occupational home economics.

NAVE pointed out that unequal enrollments by themselves do not necessarily reflect institutional barriers to equal access, but may instead reflect personal preferences.

NAVE (III.3) reports that within 4 years after graduation, 35.5 percent of the high school class of 1980 entered a 4-year college, 19.4 percent a community college, 3.6 percent a public technical institute, and 2.4 percent private vocational school. About 35 percent of all postsecondary credits earned were in vocational subjects. Postsecondary institutions vary widely in the balance they offer between academic and vocational curricula:

- o At community and 4-year colleges, vocational credits accounted for one-third of the total number of credits earned;
- o At public technical colleges and private vocational schools, vocational courses accounted for 70 percent of credits.

Program Administration

After setting aside up to 7 percent for administration, States must allot 57 percent of their remaining Basic Grants for services designed to increase the vocational education opportunities of disadvantaged students (22 percent), adults who need training or retraining (12 percent), students with disabilities (10 percent), single parents and homemakers (8.5 percent), students affected by sex bias and stereotyping (3.5 percent), and criminal offenders in correctional institutions (1 percent).

The remaining 43 percent of each State's Basic Grant is reserved under Part B for program improvement, innovation, and expansion activities, including renovation of training facilities, upgrading of equipment, staff training, and curriculum development. Expenditures for career guidance and counseling services also are authorized and must be maintained at FY 1984 levels.

Although formulas and set-asides are established within the Perkins Act, States retain the authority to allocate the majority of funds between secondary and postsecondary sectors and within sectors however they chose. More than 50 percent of all funds must be spent in places that are economically depressed; however, some States have identified so much of their territory as economically depressed that the constraint has little meaning. With the exception of the set-aside for disabled and disadvantaged students, there is no requirement that funds be allocated according to population, enrollment, economic need, or other criteria. In allocating funds set aside for disabled and disadvantaged students, the percentage of a State's grant allocated to an eligible recipient (i.e., a school district or postsecondary institution) depends on the number of disadvantaged students enrolled (50 percent) and either the number of disabled students or the number of disadvantaged students served in vocational education (50 percent).

The NAVE Second Interim Report (III.3) found that nationally, 42 percent of FY 1986 funds were allocated to postsecondary education. This figure was larger than previous estimates, because postsecondary education was defined as education beyond grade 12. The proportion of Federal funds allocated to postsecondary education varied among states from 8 percent to 100 percent and was significantly higher among States in the central and western regions for all set-aside categories. Thirteen percent of FY 1986 funds received by school districts and postsecondary institutions were unspent under set-aside for disabled students and 17 percent under the set-aside for disadvantaged students. The reasons for unspent funds are complex, but they involve changes in allocation brought about through the intrastate formula, the need to justify expenditures as excess costs, and difficulties in matching Federal resources. Roughly two-thirds of eligible recipients received grants in the northeastern, central, and western regions compared with 92 percent in the Southeast.

Outcomes

Overall, studies do not clearly demonstrate that participation in vocational education in high school is beneficial in terms of employment or earnings, especially within a few years leaving after high school (III. 4, 5). However, participation in certain kinds of vocational education programs does appear to be advantageous.

- o Students who concentrate in a specific occupational field, taking several courses in that field, have higher placement rates than students who take fewer courses or courses in different occupational areas.
- o Persons who obtain training-related employment earn more than those with non-training-related employment.
- o Men concentrating in trade and industry and women in commercial education realize substantial gains in employment and income immediately after graduation from high school.

III. SOURCES OF INFORMATION

1. Program files.
2. NAVI First Interim Report (January 1988).
3. NAVI Second Interim Report (September 1988).
4. R. Meyer, "An Economic Analysis of High school Vocational Education, IV. The Labor Market Effects of Vocational Education" (Washington, DC: The Urban Institute 1981).
5. P. Campbell, J. Elliott, L. Hotchkiss, S. Laughlin, and E. Seussy, "Antecedents of Training-Related Placement," (Columbus, Ohio: The National Center for Research in Vocational Education, Ohio State University, 1987).

IV. PLANNED STUDIES

- o A study of the implementation of the Perkins Act and a number of other studies of vocational education are in progress as components of the congressionally mandated National Assessment of Vocational Education.
- o The Department's Integrated Postsecondary Education Data System (IPEDS) will be collecting postsecondary level enrollment and completion data. The system has been field-tested, and data are now being collected from all States for 1987-88.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Winifred I. Warnat, (202) 732-2441

Program Studies : Audrey Pendleton, (202) 732-3630

VOCATIONAL EDUCATION--CONSUMER AND HOMEMAKING EDUCATION
(CFDA No. 84.049)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act, Title III, Part B, P.L. 98-524 (20 U.S.C. 2361-2363) (expires September 30, 1989).

Purpose: To assist the 50 States and the outlying areas in conducting consumer and homemaking education programs that prepare male and female youth and adults for the occupation of homemaking and provide instruction in food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management, and clothing and textiles.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1970	\$15,000,000	1984	\$31,633,000
1975	35,994,000	1985	31,633,000
1980	43,497,000	1986	30,273,000
1981	30,347,000	1987	31,633,000
1982	29,133,000	1988	32,791,000
1983	31,633,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Consumer and Homemaking Education programs, services, and activities are accessible to male and female youth and adults at all educational levels. At least one-third of Federal funds must be used for services in economically depressed areas or areas with high rates of unemployment for programs to assist consumers and to help improve the home environment and the quality of family life. In FY 1988, 53 grants were made to States and territories. In FY 1983, (the last year for which data are available), the program served 3.9 million persons, about 38 percent of which were male.

Improvement Strategies

- o States and universities are conducting research in cooperation with business and industry and professional organizations of consumer and homemaking education.
- o States are providing professional development and leadership conferences for teachers to improve quality of instructional programs and the effectiveness of evaluation of programs and services.

- o National leadership workshops .conferences are being conducted to enhance State and local educational agencies' efforts to carry out the legislative requirements of the Carl D. Perkins Vocational Education Act and to develop strategies for meeting the challenges cited in recent national studies on education reform.

III. SOURCES OF INFORMATION

1. "Research and Curriculum Projects by State Departments of Education, 1987-88," Division of Vocational Home Economics Education, American Vocational Association and Office of Vocational and Adult Education, U.S. Department of Education, Washington, DC.
2. "State Annual Performance Reports for Vocational Education," Division of Vocational Education, Office of Vocational and Adult Education, U.S. Department of Education, Washington, DC.

IV. PLANNED STUDIES

The National Assessment of Vocational Education being conducted by the Department will include a component on Consumer and Homemaking Education.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation: Bertha G. King, (202) 732-2421

Program Studies : Arthur Kirschenbaum, (202) 732-3630

VOCATIONAL EDUCATION--COMMUNITY-BASED ORGANIZATIONS PROGRAMS
(No CFDA number)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524, Title III, Part A (20 U.S.C. 2351-2352) (expires September 30, 1989).

Purpose: To provide financial assistance to States for joint projects of eligible recipients and community-based organizations that provide vocational education services and activities for persons in urban and rural areas.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1986	\$7,178,000
1987	6,000,000
1988	6,845,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Title III, Part A, of the Perkins Act is restricted to certain specified in the next section. Funds are issued by formula to States upon submission and approval of a State Plan that addresses State needs. In FY 1988, 57 grants were made to the States, the District of Columbia, Puerto Rico, and the outlying territories.

Services

Joint projects of eligible recipients and community-based organizations may provide special vocational education services and activities, such as outreach programs, transitional services, prevocational educational preparation and basic skills development, and career intern programs.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

A descriptive review of this program is currently being performed for Department of Education's Budget Service. The final report is expected early in 1989.

A study of the implementation of the Perkins Act is in progress as a component of the National Assessment of Vocational Education. Interim reports were issued in January and September 1988. The final report to Congress is due in January 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Winifred I. Warnat, (202) 732-2441

Program Studies : Arthur Kirschenbaum, (202) 732-3630

VOCATIONAL EDUCATION--NATIONAL PROGRAMS
(CFDA No. 84.051 and 84.193)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act, P.L. 98-542, Title IV, Parts A, B, and C, Sections 401-404, 411-417, and 422 (20 U.S.C. 2401-2404, 2411-2417, and 2422 (expires September 30, 1989)).

Purposes of the Research, Demonstration, and Occupational Information Program: To conduct research, furnish information, and provide related support services designed to improve access to vocational education programs for disadvantaged and disabled persons, women entering nontraditional occupations, adults in need of training and retraining, single parents and homemakers, persons with limited English proficiency, and incarcerated persons.

Funding History

<u>Fiscal Year</u>	<u>Appropriation 1/</u>
1982	\$ 8,536,073
1983	8,036,073
1984	8,177,963
1985	10,320,963
1986	9,706,823
1987	11,142,963
1988	25,800,963

1. Funds were appropriated for this activity on a "no year" basis until FY 1986. They became available for obligation on July 1 of the fiscal year in which they were appropriated and they remained available until expended. In addition, amounts of \$358,073 annually for fiscal years 1981 through 1984, \$142,963 for FY 1985, and \$136,823 for FY 1986 were made available for this activity from a permanent appropriation under the Smith-Hughes Act.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

- o The National Center for Research in Vocational Education (NCRVE) is a competitively determined, nonprofit, university-affiliated entity designated by the Secretary for a 5-year period on the advice of a panel of nationally recognized experts in vocational education

administration and research. NCRVE is charged with conducting applied research and development to improve vocational education. Activities include conducting projects that improve the quality of vocational education instruction; providing training for vocational education leaders; conducting policy-oriented studies to help the States with decisionmaking; providing a clearinghouse for State-supported program improvement projects; developing evaluation and planning methodologies to help States to evaluate and plan their programs; managing a major dissemination and utilization program; and making an annual assessment of joint planning and coordination under the Carl D. Perkins Act and Job Training Partnership Act (JTPA).

- o The National Assessment of Vocational Education (NAVE) is a mandated study assessing the impact of vocational education under the Carl D. Perkins Vocational Education Act. The first interim report was released January 1988; the second interim report was released in September 1988. The final report was scheduled for in January 1989. Findings from the study are described in Chapter 410 of this AER.
- o The National Occupational Information Coordinating Committee (NOICC), made up of senior officials of the Departments of Agriculture, Commerce, Defense, and Labor, and four offices of the Department of Education, cooperates with State agencies to develop and implement occupational information systems to meet a comprehensive range of planning, program administration, and career guidance needs.
- o Discretionary research activities currently include six Curriculum Coordination Centers (CCC) and the Job Skills Education Program (JSEP).

The six regional CCCs coordinate the development and dissemination of curriculum and instructional materials. Based on information provided by the six CCCs for the 1987 calendar year, a total of 85,240 clients were served through dissemination of curriculum materials, special searches, technical assistance, and site visits. These services produced of 400 adoptions or adaptations of curriculum products (III.6).

JSEP, which is jointly funded by the Departments of Labor and Education, is attempting to transfer educational technology developed for the Army Research Institute to in civilian programs. If JSEP can successfully be transferred to civilian use, it is expected to enable adults who are illiterate to learn how to read well enough to benefit from vocational education.

- o The Dislocated Workers Retraining Demonstration Project. This project, located in Johnstown, Pennsylvania, provides services to dislocated workers by recruiting trainees, offering counseling and support services, identifying existing training programs to meet individual needs, and brokering job placement. The grantee will conduct eight regional workshops and produce a handbook on how to set up and conduct a displaced workers program.

Outcomes

NCRVE. In FY1988, NCRVE completed its fifth year of operation under the 5-year grant cycle and a new 5-year grant was awarded to a new grantee. Two studies that examined the dynamics of vocational classrooms and postsecondary vocational education were completed (III.2,3). Other studies have examined the self-perceptions of beginning vocational teachers concerning their ability to teach basic skills and to work with special student populations (III.4).

To enhance vocational education programs at the secondary and postsecondary levels, three packages of materials were developed in the areas of program and curricular development: (1) Basics: Bridging Vocational and Academic Skills; (2) Connection: School and Work Transition; and (3) Options: Expanding Education Services for Adults. NCRVE also developed materials to help vocational educators plan programs to keep dropout-prone students in school. The package, titled Dropout Prevention: Increasing Schools' Holding Power, was based on a survey of exemplary programs nominated by State Boards of Vocational Education (III.5).

The second assessment of joint planning and coordination of programs assisted by the Perkins Act and JTPA showed that almost all of the institutions delivering JTPA Services cooperated to some extent with vocational education institutions during the program year ending June 1987, and most described their relationship with public vocational-technical programs as satisfactory or better. Two-thirds of the postsecondary institutions in the study provided direct services to JTPA programs, and an additional 19 percent provided facilities or instructors for JTPA programs they did not conduct themselves (III.7.)

III. SOURCES OF INFORMATION

1. Impact Report of the National Center for 1987 (Washington, DC: U.S. Department of Education, 1988)
2. "Understanding the Dynamics of Postsecondary Vocational Education: A Design Study" (Columbus, OH: NCRVE, 1986)
3. "Postsecondary Occupational Education Delivery: An Examination" (Columbus, OH: NCRVE, 1987)

4. "Vocational Teacher Education: A Survey of Preservice and Inservice Preparation" (Columbus, OH: NCRVE, 1987)
5. Dropout Prevention: Increasing Schools' Holding Power (Columbus, OH: NCRVE, 1987)
6. Curriculum Coordination Centers Impact Report for 1987 (Washington, DC: U.S. Department of Education, 1988)
7. Vocational Education - Job Training Partnership Act Coordination Second Annual Report (Columbus, OH: NCRVE, 1988).

IV. PLANNED STUDIES

The final NAVE report scheduled for March 1989 will report research findings on training-related job placements and the economic payoffs of postsecondary vocational education.

The Department's Budget Service is currently conducting a descriptive review of the activities of the NOICC. The final report is expected early in 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Glenn C. Boerrigter, (202) 732-2370
Muriel Shay Tapman, (202) 732-2359

Program Studies : Audrey Pendleton, (202) 732-3630

VOCATIONAL EDUCATION--INDIAN AND HAWAIIAN NATIVES PROGRAMS
(CFDA No. 84.101)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act, P.L. 98-542, Title I, Section 103 (20 U.S.C. 2313) (expires September 30, 1989).

Purpose: To plan, conduct, and administer vocational education programs for federally recognized American Indian tribes and organizations serving Hawaiian natives.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	
	<u>American Indians</u>	<u>Hawaiian Natives</u>
1977	\$ 5,281,476	0
1980	6,929,755	0
1981	6,182,654	0
1982	6,186,230	0
1983	5,936,734	0
1984	6,645,484	0
1985	9,895,639	\$ 1,979,128
1986	9,564,367	1,912,873
1987	10,414,352	2,082,870

II. FY 1987 DEPARTMENTAL INITIATIVES

American Indians

The Department of Education wants to improve job placement rates by requiring grant recipients to link their programs with tribal economic development plans.

Providing training materials and technical assistance to small tribes trying to develop high-quality vocational education programs is another priority.

Hawaiian Natives

Grantees are working with the private sector to develop training alternatives in occupations such as home health care and small business management.

A data collection system is being updated to track the progress of Hawaiian native students in community colleges.

III. FY 1987 PROGRAM INFORMATION AND ANALYSIS

None.

IV. SOURCES OF INFORMATION

Program files.

V. PLANNED STUDIES

The Department of Education has started a Descriptive Review on Native Hawaiians which is schedule for completion in February 1988. This study includes the Office of Vocational and Adult Education's discretionary Hawaiian Native program.

VI. CONTACTS FOR FURTHER INFORMATION

Program Operations, Indian Vocational Education: Timothy Halnon or
Harvey G. Thiel, (202)
732-2380

Program Operations, Hawaiian Natives	:	Kate Holmberg, (202) 732-2369
Program Studies	:	Ricky Takai, (202) 732-3630

BILINGUAL VOCATIONAL EDUCATION PROGRAMS--DISCRETIONARY GRANTS
(CFDA Nos. 84-077, 84-099, 84-100)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act, P.L. 98-542, Title IV, Part E, Section 441 (20 U.S.C. 2441) (expires September 30, 1989).

Purposes:

- o Bilingual Vocational Training (BVT) Program: To provide bilingual vocational education and training and English-language instruction to persons with limited English proficiency (LEP) and to prepare these persons for jobs in recognized occupations and new and emerging occupations.
- o Bilingual Vocational Instructor Training (BVIT) Program: To provide preservice and inservice training for instructors, aides, counselors, and other ancillary personnel participating or preparing to participate in bilingual vocational training programs for LEP persons.
- o Bilingual Vocational Materials, Methods, and Techniques (BVMMT) Program: To develop instructional and curriculum materials, methods, or techniques for bilingual vocational training for LEP persons.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1975	\$2,800,000	1984	\$3,686,000
1980	4,800,000	1985	3,686,000
1981	3,960,000	1986	3,527,700
1982	3,686,000	1987	3,686,000
1983	3,686,000	1988	3,734,000

III. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Nine BVT awards were made from FY 1987 funds to serve 915 LEP adults and out-of-school youth. Four BVIT awards were made to provide inservice training to approximately 430 personnel in bilingual vocational training programs.

Improvement Strategies

Grantees are asked to submit their curriculum packages to a retrieval system so that other grantees can consult them. Grantees are also encouraged to share their findings. Project directors meet periodically to review draft products on job recruitment and placement and on institutionalization of programs, among other things.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

The National Assessment of Vocational Education includes a study of vocational education for LEP adults.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Laura Karl, (202) 732-2365

Program Studies : Audrey Pendleton, (202) 732-3630

**ADULT EDUCATION--GRANTS TO STATES
(CFDA No. 84.002)**

I. PROGRAM PROFILE

Legislation: Adult Education Act, P.L. 91-230, as amended by P.L. 100-297 (20 U.S.C. 1201 et seq.) (expires September 30, 1993).

Purpose: To improve educational opportunities for adults and to expand the delivery system for adult education services to enable all adults to acquire the basic educational skills necessary for literate functioning, to profit from employment-related training, and to complete secondary school.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$ 26,280,000	1983	\$ 95,000,000
1970	40,000,000	1984	100,000,000
1975	67,500,000	1985	101,963,000
1980	100,000,000	1986	97,579,000
1981	122,600,000 1/	1987	105,981,000
1982	86,400,000	1988	115,367,000

1. Includes one-time funding of \$5 million for services to Indochinese immigrants and refugees and \$17.6 million for services to Cuban and Haitian entrants.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS**Population Targeting**

The adult education State-administered basic grant program continues to target its services on adults with less than a high school education. Census data indicate that 51.8 million persons comprise this target population. The program, through a cooperative effort between the States and the Federal Government, offers persons sixteen years of age or older or who are beyond the age of compulsory school attendance under State law the opportunity to attain reading, writing, and computational skills through the secondary school level of competence. Opportunities are also provided for adults to overcome English language deficiencies. The Amendments of 1988 direct that whenever Federal appropriations exceed their 1988 level, States must give preference to local applicants that have demonstrated or can demonstrate a capability to recruit and serve educationally disadvantaged adults. This group of adults is defined generally as those who demonstrate basic skills equivalent to or below

the fifth-grade level. These amendments to the authorizing legislation also direct that special attention be given to programs for corrections education and education for other institutionalized adults, by requiring that each State use at least 10 percent of its Federal grant for them. Language instruction for limited-English-proficient adults has continued with a 38 percent increase in enrollment from FY 1986 to FY 1987.

Services

For FY 1987, States reported serving 2.9 million adults. Sixty-five percent of these participants were in level I (grades 0-8 and English-as-a-second-language programs). Nearly 80 percent of the expenditures are directed at this level. Instruction was provided by approximately 7,000 full-time and 55,000 part-time teachers. Nearly 37,000 literacy volunteers participated, over half of whom served as tutors. The remaining volunteers served in various supportive roles providing outreach, transportation, child care, and clerical services. States continued their efforts to improve the quality of instructional services through special experimental demonstration projects and teacher training projects. Projects trained administrators, supervisors, teachers, and paraprofessionals. Major program areas for special projects included literacy program development, dissemination, assessment, computer-assisted instruction, and technology.

Program Administration

Programs of adult education are administered by State educational agencies. Local projects, to be conducted by local educational agencies and by public or private agencies, organizations, and institutions, are approved by States on the basis of need and resources available. The State agency is responsible for providing federally required plans and reports, reviewing and processing applications from local deliverers of adult education services, coordinating programs serving adults, and providing technical assistance and evaluation of local programs. While only 10 percent is required, State contributions now amount to 76 percent of total program expenditures, or three times the Federal contribution. Nationally, costs per participant average \$176. Most States report somewhat higher average costs for level I participants.

Outcomes

Information from annual performance reports submitted by the States (III.2.) indicates the following educational and economic outcomes:

- o A total of 222,000 participants passed the General Educational Development (GED) test.
- o Another 69,000 participants received adult high school diplomas.
- o Nearly 200,000 entered another education or training program.
- o Over 1.5 million improved their basic skills.
- o Jobs were obtained by 116,000 participants who had previously been unemployed.

- o Nearly 70,000 obtained a better job or a salary increase.
- o Approximately 26,200 participants were removed from public assistance rolls.

Improvement Strategies

Several strategies for program improvement may be cited from the authorizing legislation as revised by the 1988 amendments:

- o Formulating a four-year State plan.
- o Coordinating efforts with other Federal, State, and local programs and agencies.
- o Conducting special experimental demonstration projects and teacher training projects.
- o Evaluating local programs in relation to content, instructional materials and equipment, effect on subsequent work experience of participants, and other factors that affect program operation.

The legislation directs that special efforts be made to attract and assist meaningful participation in adult education programs through flexible course schedules, provision of auxiliary aids and services, convenient locations, adequate transportation, and meeting child care needs.

III. SOURCES OF INFORMATION

1. Adult Education Act, as revised by Public Law 100-297.
2. Annual Performance and Financial Reports submitted by States.

IV. PLANNED STUDIES

In accordance with the Amendments of 1988, a national study of adult literacy will be undertaken to determine the criteria for defining literacy, identify basic educational skills needs for literate functioning, and determine the number of illiterate adults.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ron Pugsley, (202) 732-2270

Program Studies : Rob Barnes, (202) 732-3630

OFFICE OF POSTSECONDARY EDUCATION

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PELL (BASIC EDUCATIONAL OPPORTUNITY) GRANT PROGRAM
(CFDA No. 84.063)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Sections 411 to 411F (20 U.S.C. 1070a-1 to 1070a-6) (expires September 30, 1991).

Purpose: To help eligible students meet the costs of their undergraduate education at participating postsecondary educational institutions. The program is intended to improve access to postsecondary education for students who demonstrate financial need.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$ 122,100,000	1984	\$2,800,000,000
1975	840,200,000	1985	3,862,000,000
1980	2,157,000,000	1986	3,579,716,000
1981	2,604,000,000	1987	4,187,000,000
1982	2,419,040,000	1988	4,260,430,000
1983	2,419,040,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

A national need-analysis formula, defined in the authorizing statute, is applied uniformly to all applicants by a central processor and determines financial eligibility for Pell Grants. This national need-analysis formula determines a student's "Expected Family Contribution" (EFC). The fundamental elements in this need-analysis formula are the parent's or the student's income and assets, the family's household size, and the number of family members attending postsecondary institutions. The EFC is determined as the sum of (1) the percentage assessment of income after an allowance for basic family expenses and (2) the percentage assessment of net assets after applying an asset protection allowance. Separate formulas are used for dependent and independent students.

Upon notification of eligibility, students may use their grants at any one of approximately 8,000 eligible postsecondary institutions. Students must be undergraduates and enrolled at least half-time with the purpose of obtaining a degree or certificate at an eligible institution. Students must also have a high school diploma (or its equivalent) or a demonstrated "ability to benefit" from the training offered by the institution.

Program Administration

The Department of Education is taking steps to ensure compliance with the Selective Service registration provisions. The law requires men who meet the registration requirements to be registered with Selective Service in order to be eligible to receive Federal student aid. Beginning in the 1988-89 award year, this new procedure will match student aid applicants with Selective Service records during application processing. This is designed to identify suspected violators, provide them with an opportunity to register or to prove that they are not required to do so (or have already done so), and refer suspected nonregistrants to the U.S. Department of Justice for prosecution.

The electronic delivery program, previously available on a pilot basis, has been made available to all participating institutions. This program enables institutions to transmit corrections to students' applications and to report student award disbursements through a computer link with the Department's central data base. The objective of this program is to increase the efficiency and speed and to reduce the cost of transmitting applicant data. More than 1,700 institutions have elected to participate in this program, which is now operating on a cost-sharing basis, with participating institutions paying for data transmission. Approximately 900,000 applicants were involved in the process.

Students Participating. Table 1 compares 1986-87 and 1987-88 data for the participation of students in the Pell Grant program for the academic years. In 1986-87, undergraduate enrollment was 10.7 million; 25 percent of these students received a Pell Grant.

TABLE 1

PARTICIPATION OF STUDENTS IN PELL GRANT PROGRAM, 1987-88 AND 1986-87 ACADEMIC YEARS

	1986-87	1987-88 1/
Number of applicants	6,028,275	6,297,585
Number determined eligible	3,759,324	3,800,324
Number of awards	2,731,992	2,823,500
Total amount of awards	\$3,442,779,126	\$3,809,074,069
Average amount of award	\$1,260	\$1,349

1. Preliminary data.

Institutions Participating. The number of institutions participating in the program has continued to increase, and by 1987-88, all 7,971 participating institutions were using the regular disbursement system. (In previous years some institutions has used an alternate disbursement system under which the Department of Education served as the disbursing agent.) In 1986-87, there were 6,914 participating institutions, of which 6,164 used the regular disbursement system; in 1985-86, there were 6,587 participating institutions, of which 5,779 used the regular disbursement system.

Over the past 5 years, students at proprietary (private, for-profit) institutions have received an increasing share of Pell Grants. Table 2 shows the distribution of award amounts for public, private nonprofit, and proprietary institutions. The proprietary share has grown from 17 percent to about 25 percent.

Table 2

PERCENTAGE DISTRIBUTION OF PELL AID BY TYPE OF INSTITUTION
1982-83 to 1986-87 ACADEMIC YEARS

Award Year	Public	Nonprofit Private	Proprietary	All Institutions
1986-87	54.5	20.7	24.9	100.1%
1985-86	55.9	21.8	22.1	99.8
1984-85	56.3	22.9	20.8	100.0
1983-84	56.2	23.8	20.0	100.0
1982-83	56.6	26.0	17.4	100.0

SOURCE: Division of Program Operations and Systems, Office of Student Financial Assistance, End-of-Year Reports 1982-83 to 1986-87.

NOTE: Row totals may not add to 100.0 percent because of rounding.

Table 3 shows more aid is going to independent students than to dependent ones. In 1982-83 more than half the aid went to dependent students, but in 1986-87 more than half went to independent students.

Table 3

PERCENTAGE DISTRIBUTION OF PELL AID BY DEPENDENCY STATUS
1982-83 to 1986-87 ACADEMIC YEARS

Award Year	Dependent	Independent	All Students
1986-87	45.1	54.9	100.0%
1985-86	48.8	51.2	100.0
1984-85	50.7	49.3	100.0
1983-84	52.3	47.7	100.0
1982-83	53.3	46.7	100.0

SOURCE: Division of Program Operations and Systems, Office of Student Financial Assistance, End-of-Year Reports 1982-83 to 1986-87.

Table 4 shows the distribution of recipients and aid amounts by family income.

Table 4

PERCENTAGE DISTRIBUTION OF PELL AWARDS BY TYPE OF STUDENT AND FAMILY INCOME
1986-87 AWARD YEAR

	Dependent Undergraduates by Family Income						Independent Under-	All 1/
	Under \$6,000	\$6,000-\$8,999	\$9,000-\$14,000	\$15,000-\$19,000	\$20,000-\$29,999	\$30,000+	graduates	
Awards								
% of re- cipients	11.8	6.8	11.8	8.1	7.0	0.7	53.9	100.0%
% of Awards	13.9	8.0	12.6	6.6	3.8	0.3	55.0	100.0%
Average Award	\$1,535	\$2,525	\$1,394	\$1,038	\$711	\$505	\$1,327	\$1,301

SOURCE: Research tables, Division of Program Operations and Systems, Office of Student Financial Assistance

1/ Row totals may not add to 100.0 percent because of rounding.

Improvement Strategies

The instructions for completing the application forms have been modified to improve readability.

III. SOURCES OF INFORMATION

1. Program files, Division of Program Operations, Office of Student Financial Assistance.
2. National Postsecondary Student Aid Survey.
3. Bureau of the Census, Current Population Surveys.
4. Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education.

IV. PLANNED STUDIES

1. Repetition of the National Postsecondary Student Aid Survey at 3-year intervals.
2. Continuation of the High School and Beyond Survey, followup surveys at 2-year intervals.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joseph A. Vignone, (202) 732-4888
Gary Crayton, (202) 732-3693

Program Studies : Robert Bart, (202) 732-3682

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM
(CFDA No. 84.007)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part A, Subpart 2, P.L. 89-329 (20 U.S.C. 1070b to 1070b-3) as amended by P.L. 99-498 (expires September 30, 1991).

Purpose: To provide help to undergraduate students, in the form of grants, to meet their educational expenses. The Department of Education allocates Supplemental Educational Opportunity Grant (SEOG) funds to institutions of higher education based on a guaranteed minimum plus increases based on a pro rata share of additional funds and on institutional need. To receive SEOG awards, undergraduate students must meet certain categorical eligibility requirements and have financial need (their cost of attendance must exceed the sum of their expected family contribution, Pell Grant, and other financial aid received). Institutions determine the distribution of grants among eligible applicants subject to a maximum of \$4,000 and a minimum of \$100 per academic year.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1966	\$ 58,000,000	1983	\$355,400,000
1970	164,600,000	1984	375,000,000
1975	240,300,000	1985	412,500,000
1980	370,000,000	1986	394,762,000
1981	370,000,000	1987	412,500,000
1982	355,400,000	1988	408,415,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Undergraduate students who are attending participating postsecondary institutions and have demonstrated financial need are eligible to receive SEOG awards. The disbursement of SEOG awards is a two-step process. First, the Department of Education allocates funds to eligible postsecondary institutions according to a formula that incorporates a guaranteed minimum (based on the institutions SEOG expenditures in the 1985-86 award year) and increases (based on a measure of institutional need). Second, institutions distribute these funds to eligible students, with first priority given to students with exceptional need and second priority to Pell Grant recipients. Analyzing the targeting of SEOG funds requires looking at the distribution of funds from the Federal government to institutions, and from institutions to students.

The distribution of program funds across different sectors of postsecondary education has remained fairly stable over the past 5 years. Table 1 shows that public, private nonprofit, and proprietary institutions have received on average 49, 42, and 9 percent of program funds, respectively. Proprietary institutions are the only group that shows a slight change; the share of program funds allocated to this sector has increased marginally over the period.

TABLE 1
PERCENTAGE DISTRIBUTION OF SEOG AID BY TYPE OF INSTITUTION,
AWARD YEAR 1982-83 TO 1986-87

Award Year	Public	Private Nonprofit	Proprietary	Total
1986-87	49.0	41.4	9.6	100%
1985-86	48.5	41.9	9.6	100
1984-85	49.4	41.9	8.7	100
1983-84	49.8	41.8	8.4	100
1982-83	50.1	41.6	8.4	100

SOURCE: III.1.

The composition of recipients, however, has changed steadily, albeit slowly, over this 5-year period. Table 2 shows that since 1982, independent students have made up an increasingly large proportion of SEOG recipients. By award year 1986-87, 32 percent of all recipients were independent students, compared with 30 percent in 1982-83.

Table 2
PERCENTAGE DISTRIBUTION OF SEOG AID BY DEPENDENCY STATUS,
1982-83 to 1986-87

Award Year	Dependent	Independent	Total
1986-87	67.8	32.1	100%
1985-86	68.1	31.8	100
1984-85	69.0	31.0	100
1983-84	69.9	30.1	100
1982-83	70.2	29.8	100

SOURCE: III.1.

Further insights into the allocation of SEOG funds to institutions can be obtained by comparing institutional enrollment patterns (III.2) with the share of SEOG funds going to different sectors of postsecondary education (III.3). This comparison reveals the following:

- o Private institutions receive a disproportionate share of allocations. In award year 1986-87, private institutions enrolled 23 percent of postsecondary students and disbursed 41 percent of SEOG funds.
- o Public 2-year institutions are particularly underrepresented in the program, disbursing only 13 percent of the funds while enrolling 35 percent of students.

The targeting of program funds on private institutions occurs because the formula used to allocate funds is based, in part, on aggregate student need at the institution, which, in turn, depends, in part, on institutional costs. Because private institutions charge higher tuition and fees, aggregate student need and, hence, the institutional share of program funds are both higher.

The allocation of program funds to students can be assessed by looking at the distribution of awards by dependency status and income. Table 4 shows how the percentage of recipients, total aid, and average awards vary by dependency status and level of income. The data show that SEOG awards tend to be targeted slightly more heavily toward dependent students. Dependent students accounted for 63.1 percent of all recipients and received 68.1 percent of awards during the 1986-87 academic year.

TABLE 4
PERCENTAGE DISTRIBUTION OF SEOG AWARDS BY FAMILY INCOME,
1986-87 Award Year

Awards	Family Income for Dependent Students						Independent Students 1/	All 2/
	Under \$ \$6,000	\$6,000- \$11,999	\$12,000- \$17,999	\$18,000- \$23,999	\$24,000- \$29,999	\$30,000+		
% of recipients	10.1	11.0	12.0	11.2	8.6	10.2	36.8	99.9%
% of aid awarded	8.9	10.7	13.0	12.8	10.3	12.4	32.2	100.3%
Average award	\$555	\$616	\$684	\$721	\$748	\$765	\$553	\$633

SOURCE: See III.3.

1. Independent students are usually in the lowest income group.
2. Rows do not add to 100.0 percent because of rounding.

Among dependent students, the percentage of recipients and dollars awarded reflected the distribution of need. Students from families with less than median income (i.e., income under \$30,000) made up 84 percent of all dependent recipients and received 82 percent of awards to dependent students during the 1986-87 award year. Across income groups, however, average awards increased with the level of family income, because average need depends on institutional costs, and students from higher-income families are more likely to attend higher-cost institutions. Given the formulas used to determine need, low-income students may not be especially needy, even though they have lower expected family contributions, because they attend lower-cost schools and receive higher Pell awards. Both factors act to reduce their need relative to that of higher-income students.

Services

According to program data (III.3), in the 1986-87 academic year 631,226 students received SEOG awards averaging \$633. This is a slight decrease from the 1985-86 award year, when 685,961 students received awards averaging \$598. Institutional participation in the program has increased at the rate of approximately 125 institutions per year since FY 1978; in 1985-86, more than 4,543 institutions received program funds. This increase was due mostly to the participation of additional proprietary schools.

SEOG awards are not made alone but rather in conjunction with the receipt of all forms of Title IV assistance. Estimates of joint program benefits received in 1985-86 (III.4) indicate the following:

- o Almost all (98 percent) SEOG recipients also receive another form of Title IV assistance.
- o More than three-fourths of recipients also receive Pell awards, and over half borrow through the GSL program.
- o Approximately half of SEOG recipients also receive Work-Study and Perkins loans.

Program Administration

Institutions are mainly responsible for administering the program. They determine which students are eligible to receive awards, how much they are eligible to receive, and how much they do receive. The accuracy of award determinations and disbursements at the institutional level has been evaluated in several quality-control studies. These studies found large amounts of student and institutional error in the campus-based student aid programs. One such study conducted during the 1985-86 academic year (III.4) reported the following:

- o Errors affecting need were found in 77.2 percent of the cases sampled. These errors led to an estimated \$500 million net overstatement of need for the campus-based programs. Most errors (80 percent) were attributable to misreporting by students.
- o Situations in which campus-based awards actually exceeded need were estimated to occur in 22.5 percent of cases and to account for \$265 million. Awards in excess of need were evenly divided as to their source of error between institutions and students.

Improvement Strategies

As part of the Department's quality-control program, mandatory verification was extended in FY 1987 to include, along with other federal student aid programs, the SEOG program. Mandatory verification requires submission by students and review by institutions of documentation on key items in the student aid application form. Mandatory verification is expected to reduce student misreporting in the program.

In addition, the Institutional Quality Control Pilot Project (III.5) has been implemented to assess the feasibility of developing an institutionally based quality-control system for the Title IV programs.

III. SOURCES OF INFORMATION

1. Program data.
2. The Condition of Education (Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, 1988 edition).
3. Fiscal Operations Report 1983-84, 1984-85, 1985-86, 1986-87, unpublished tables from Campus-Based Analysis Section, Office of Student Financial Assistance, U.S. Department of Education.
4. Title IV Quality Control Project 1985-86 (Reston, VA: Advanced Technology, Inc., June 1987), secondary data analysis by the Postsecondary Education Division, Office of Planning, Budget, and Evaluation, U.S. Department of Education.
5. Institutional Quality Control Pilot Project (Reston, VA: Advanced Technology Inc., June 1987).

IV. PLANNED STUDIES

During the 1986-87 academic year, a major survey of student financial aid was conducted by the Center for Education Statistics in cooperation with the Office of Student Financial Assistance and other Federal agencies. Analysis of this survey, which collected data on a large sample of recipients and nonrecipients of aid, will provide information on the use of student aid in the financing of postsecondary education.

An Integrated Quality-Control Measurement Study is being planned for the 1988-89 academic year. This study will provide current estimates of the level of error in the Title IV programs, evaluate the effects of previous corrective action taken to reduce error, and identify further corrective actions that might be taken to improve program administration.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Paul Hill, (202) 732-3963

Program Studies : Dan Goldenberg, (202) 732-3682

STATE STUDENT INCENTIVE GRANTS
(CFDA No. 84.069)

I. PROGRAM PROFILE

Legislation: Higher Education Act of 1965 (HEA), Sections 415A to 415E (20 U.S.C. 1070c to 1070c-4) (expires September 30, 1991).

Purpose: To help the States develop and expand grant and work-study assistance to students attending postsecondary educational institutions.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1974	\$19,000,000	1984	\$76,000,000
1975	20,000,000	1985	76,000,000
1980	76,750,000	1986	72,732,000
1981	76,750,000	1987	76,000,000
1982	73,680,000	1988	72,762,000
1983	60,000,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

States determine which institutions are eligible to participate in the State Student Incentive Grant (SSIG) program, although all nonprofit institutions of higher education are eligible to participate unless specifically excluded in the State's constitution or by a State law enacted before October 1, 1978. In addition, 31 States include proprietary (private, for-profit) institutions in their SSIG programs.

To qualify for a SSIG grant or work-study job, students must demonstrate need under a need-analysis system established by the State and approved by the Secretary of Education. All States make awards to full-time students, and 23 States include part-time students as well. Fourteen States serve graduate as well as undergraduate students. Of the 57 States and outlying areas, 14 now allow students to use their grants out of State.

Program Administration

Under Section 1203 of the HEA (20 U.S.C. 1143), each State designates an agency to be responsible for SSIG funds. The agency may be part of the State government, the State's Education Department, the organization managing other State grant or loan programs, or a designated corporation acting for the State. The agency receives Federal SSIG funds, matches them at least dollar for dollar with State funds, and distributes them to students eligible for the State student aid program.

Outcomes

Total State need-based grant support, including overmatching of SSIG funds, increased from \$1,311,479,000 in the 1985-86 academic year to \$1,426,247,000 in 1986-87. Federal SSIG allotments funded about 5.3 percent of State need-based grant amounts that year.

In the 1987-88 academic year, Federal funds of \$76 million, matched by the States for a total of \$152 million, were distributed to approximately 276,364 recipients, with awards averaging \$550. The States distributed \$1,450,761,000 in need-based grants; the average award for all undergraduate need-based State grants was \$1,070. Federal SSIG funds accounted for about 5.2 percent of all 1987-88 need-based State aid dollars. Of the 23 States that did not have grant programs before SSIG, 12 now provide more than a 50-50 match of the Federal allotment. All States now participate in the SSIG program.

Table 1 shows that in the 1986-87 academic year, 4-year public institutions received more than 44 percent of Federal SSIG funds and accounted for over 50 percent of all recipients. Four-year private nonprofit institutions received 40 percent of Federal SSIG funds, but had only 27 percent of all recipients. Two-year and proprietary institutions accounted for the remaining 16 percent of funds and more than 20 percent of recipients. The size of the average SSIG award rose from \$609 in 1985-86 to \$664 in 1986-87. The percentage of all awards made to students from families with incomes over \$20,000 increased from 23.7 percent to 24.1 percent, probably because of income inflation.

TABLE 1
SSIG DISTRIBUTION FOR PROGRAM YEARS 1980-81 TO 1986-87

	1980- 81	1981- 82	1982- 83	1983- 84	1984- 85	1985- 86	1986- 87
Average student award (includes State match)	\$556	\$545	\$528	\$577	\$594	\$609	\$644
% of all SSIG recipients at various institutions							
4-year public	49.3	53.2	51.8	50.5	51.8	51.5	51.9
4-year private nonprofit	32.8	25.1	24.1	29.6	26.8	24.7	26.9
Proprietary	2.0	1.7	2.1	2.1	2.8	2.3	2.8
2-year	<u>16.0</u>	<u>20.0</u>	<u>21.9</u>	<u>17.8</u>	<u>18.6</u>	<u>21.5</u>	<u>18.4</u>
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
% of all Federal SSIG funds at various institutions							
4-year public	39.5	43.6	43.1	41.0	41.7	43.5	44.6
4-year private, nonprofit	45.3	39.9	36.5	43.4	42.2	39.6	39.7
Proprietary	2.5	2.1	2.4	2.0	3.2	2.3	2.9
2-year	<u>12.7</u>	<u>14.5</u>	<u>18.0</u>	<u>13.7</u>	<u>12.8</u>	<u>14.6</u>	<u>12.8</u>
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
% of SSIG recipients with family incomes of \$20,000+	17.9	18.2	19.4	23.0	24.2	23.7	24.1

SOURCE: SSIG Program Files, Division of Policy and Program Development, Office of Student Financial Assistance, Office of Postsecondary Education, Department of Education, 1988.

NOTE: Columns may not add to 100.0 percent because of rounding.

III. SOURCES OF INFORMATION

1. Program files, Division of Policy and Program Development, Office of Student Financial Assistance.
2. National Postsecondary Student Aid Survey.
3. Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education.
4. National Association of State Scholarships and Grant Programs, 17th, 18th, 19th Award Survey Reports.

IV. PLANNED STUDIES

1. Repetition of the National Postsecondary Student Aid Study at 3-year intervals.
2. Continuation of the High School and Beyond Survey, followup surveys at 2-year intervals.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Fred Siller, (202) 732-4507

Program Studies : Robert Bart, (202) 732-3682

STAFFORD LOAN PROGRAM
(CDA No. 84.032)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV-B, as amended (20 U.S.C. 1071-1087-2) (expires September 30, 1991).

Purpose: To provide loans to students and their parents to help them pay postsecondary education. The Stafford Loan Program (formerly the Guaranteed Student Loan Program) authorizes low-interest loans to students to help pay the costs of attending eligible postsecondary institutions, including colleges and universities; vocational, technical, business, and trade schools; and certain foreign institutions.

PLUS and Supplemental Loans for Students (SLS) are auxiliary programs that serve the same general purpose as Stafford loans. PLUS makes loans to parents of dependent students and SLS to graduate and independent undergraduate students. In exceptional circumstances the financial aid administrator may authorize dependent undergraduates to apply for an SLS. These loans are less subsidized than regular Stafford loans.

Funding History

<u>Fiscal Year</u>	<u>Loan Volume</u>	<u>Appropriation</u>
1966	\$ 73,000,000	\$ 10,000,000
1970	811,000,000	74,726,000
1975	1,298,000,000	580,000,000
1980	4,840,000,000	1,609,344,000
1981	7,824,000,000	2,535,470,000
1982	6,239,000,000	3,073,846,000
1983	6,928,000,000	3,100,500,000
1984	7,916,000,000	2,256,500,000
1985	8,913,000,000	3,799,823,000
1986	8,570,000,000	3,265,941,000
1987	9,736,000,000	2,717,000,000
1988 (est.)	11,812,000,000	2,565,000,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Only students with demonstrated financial need are eligible for Stafford loans. A borrower may not receive loans exceeding the cost of education.

A student who has not successfully completed the first or second year of undergraduate education may borrow a maximum of \$2,625 a year under the Stafford Loan Program. A student who has completed 2 years of an undergraduate program, but has not successfully completed the full undergraduate program, may borrow a maximum of \$4,000 a year under the Stafford program. The aggregate maximum for any undergraduate student is \$17,250. The annual borrowing limit for graduate and professional students is \$7,500. The aggregate maximum for any graduate or professional student, which includes loans previously made to the individual as an undergraduate student, is \$54,750. This amount excludes amounts borrowed under the SLS and PLUS programs.

Parents may borrow a maximum of \$4,000 annually on behalf of each dependent student under PLUS; independent students may borrow up to \$4,000 annually under SLS. The aggregate maximum that may be borrowed by students under SLS is \$20,000. Parents may borrow an aggregate amount up to \$20,000 for each dependent student under PLUS; loan limits for parents (both annual and aggregate) do not include amounts borrowed by a student under the Stafford and SLS programs.

Program Administration

The Stafford Loan Program, operating through State and private, nonprofit guarantee agencies, makes low-interest, long-term loans available to students attending participating postsecondary schools. The program uses private loan capital supplied primarily by commercial lenders but also by other lenders, including some State agencies and schools. These loans are guaranteed by individual State or private, nonprofit guarantee agencies and are reinsured by the Federal Government. The Federal Government pays interest on behalf of students while they are in school and during a grace period. It also pays a special allowance to lenders to provide them with a market rate of interest for these loans. In addition, the Federal Government reinsures State guarantee agencies for default claims these agencies pay to lenders. Guarantee agencies also receive an administrative cost allowance of 1 percent of new annual loan volume.

During FY 1988, the Department of Education continued implementing regulations reflecting new provisions of the Higher Education Amendments of 1986. These regulations also clarified and strengthened existing requirements. The regulations--

- o increased lender requirements for due diligence in collecting loans and
- o required lenders to send a borrower's loan check directly to the educational institution and to make multiple disbursements of loans.

The Department of Education also greatly increased its efforts to collect on defaulted loans by--

- o referring a larger volume of defaults to private collection agencies with whom the Department has contracted for collection services,
- o referring records on defaulters to consumer credit bureaus,
- o conducting computer matches to find the addresses of defaulters,
- o increasing the number of cases referred to the Justice Department for litigation,
- o more closely monitoring the collection activities of State guarantee agencies, and
- o continuing the Department coordination with the Internal Revenue Service to collect defaulted loans by obtaining all or part of any tax refunds owed to borrowers. As a result of these actions, the Department has referred 2.6 million accounts (almost \$6 billion) to the IRS for offset since FY 1986. A total of \$392 million in offsets had been registered through FY 1988, and debtors who had received notices of pending IRS offset had made voluntary loan repayments of \$115 million.

The Department also publicized additional details on the nature and extent of the default problem:

- o In 1986, some 2,190 educational institutions--more than 30 percent of the 7,295 participating in the Stafford program--had default rates exceeding 20 percent. These institutions accounted for about 57 percent of the total default dollars. Over 530 postsecondary institutions had default rates above 50 percent.
- o Default rates vary by the type and control of the institution attended. The fiscal year cohort rates are:

<u>Type and Control</u>	<u>Default Rate</u>
Proprietary	35%
Public 2-year	21
Private 2-year	17
Public 4-year	9
Private 4-year	8

- o Among lenders currently holding Stafford loans, 10 percent have default rates of 20 percent or more. These lenders account for 62 percent of the total default dollars.

Table 1 shows FY 1988 program expenditures for major categories of costs:

TABLE 1

GSL PROGRAM OBLIGATIONS, FY 1988

<u>Interest and Special Allowance</u>	<u>Default Claims</u>	<u>Administrative Cost Allowance</u>	<u>All Other</u>	<u>Total</u>
\$2,044,000,000	\$1,391,722,000	\$121,749,000	\$69,762,000	\$3,627,233,000

Obligations reflect the estimated rate of program spending. This figure exceeds appropriations because revenues, primarily collections on defaulted loans, are not reflected. Obligations for default payments now account for 38 percent of total program obligations; interest and special allowance payments account for 56 percent, administrative cost allowance for 3 percent, all other obligations for 2 percent.

Table 2 shows cumulative defaults paid to lenders for the past 7 years and the gross cumulative default rate for the Stafford Loan Program (regular Stafford, SLS, and PLUS combined).

TABLE 2

CUMULATIVE DEFAULTS AND DEFAULT RATES,
AS OF SEPTEMBER 30 OF EACH FISCAL YEAR FROM 1982-88

<u>Fiscal Year</u>	<u>Cumulative Defaults</u>	<u>Cumulative Default Rate</u>
1982	\$1,982,249,000	11.2%
1983	2,513,442,000	10.8
1984	3,226,186,000	10.9
1985	4,258,438,000	11.6
1986	5,617,543,000	12.6
1987	6,995,130,000	13.1
1988 (est.)	8,576,000,000	13.5

An important aspect of program administration is the collection of defaulted loans. During FY 1987, the Department of Education and State guarantee agencies collected \$537 million from defaulters, an increase of 28 percent over combined collections of \$421 million during FY 1986.

Outcomes

FY 1988 Stafford program volume commitments increased by 21.3 percent from approximately \$9.7 billion in FY 1987 to \$11.8 billion in FY 1988. The number of loans increased by 16.4 percent, from 3.9 million to almost 4.5 million.

Tables 3 and 4 show the distribution of Stafford loans by type of institution and by type of student and family income for borrowers enrolled in autumn, 1986.

Table 3 shows that among undergraduate borrowers, the largest percentage of awards goes to those attending public institutions. Borrowers attending proprietary institutions receive almost the same percentage of loans as do those attending private institutions. Table 4 shows that, among dependent undergraduates, borrowers from middle income families comprise a somewhat larger percentage than borrowers from lower-income families. Graduate students comprise only about 10 percent of all borrowers but a much larger percentage of the total amount. This is because the average loan size for graduate students is \$4648, more than twice the average loan size for Departmental and independent undergraduates.

TABLE 3

PERCENTAGE DISTRIBUTION OF STAFFORD LOAN
RECIPIENTS TYPE OF INSTITUTION AND STUDENT
1986-87 AWARD YEAR

	<u>Undergraduate</u>	<u>Graduate</u>	<u>All 1/</u>
Public	41.5	42.2	41.6
Private	29.7	57.8	32.4
Proprietary	28.8	--	26.1

Source: NPSAS

1/ Rows do not add to 100.0 percent because of rounding.

TABLE 4
 PERCENTAGE DISTRIBUTION OF STAFFORD LOAN RECIPIENTS
 BY TYPE OF STUDENT AND FAMILY INCOME,
 1986-87 AWARD YEAR

Dependent Undergraduates by Family Income								
	Under \$10,000	\$10,000- \$19,999	\$20,000- \$29,999	\$30,000- \$39,999	\$40,000+	Independent Under Graduates	Graduate Students	All 1/
% of re- cipients	7.2	10.6	11.8	10.6	12.7	37.4	9.7	100.0
% of Aid awarded	6.3	9.5	10.9	9.3	10.9	35.0	18.2	100.1
Average award	\$2,164	\$2,227	\$2,298	\$2,196	\$2,146	\$2,324	\$4,648	\$2,489

SOURCE: NPSAS

1/ Rows do not add to 100.0 percent because of rounding.

Improvement Strategies

The Department will continue to emphasize default prevention and increased collections on defaults. Default prevention will focus on schools whose students have default rates higher than 20 percent. Collections will be increased by continued use of computer matches and by increased assignment to the Department of certain types of defaulted loans held by State guarantee agencies.

III. SOURCES OF INFORMATION

1. Program files.

2. Cooperative Institutional Research Program (CIRP), Fall 1986.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Gary Beanblossom, (202) 472-1882

Program Studies : Dan Morrissey, (202) 732-3682

CARL D. PERKINS LOAN PROGRAM
(CFDA No. 84.038)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV-E, as amended by (20 U.S.C. 1087aa-1087hh) P.L. 89-329, as amended by P.L. 99-498 (expires September 30, 1991).

Purpose: To help needy undergraduate and graduate students meet their postsecondary educational costs through low-interest long-term loans. The Department of Education allocates Perkins loan funds to institutions of higher education based on the amount the institution expended in the 1985-86 award year, less a default penalty, plus an increase based on their fair share of total institutional apportionments for that year.

To receive a Perkins loan, students must meet certain categorical eligibility criteria and have financial need (the cost of their attendance must exceed their expended family contribution, Pell Grant, and other financial aid received). Institutions determine the distribution of loans among eligible applicants and must give priority to those who have demonstrated financial need. An eligible student may receive maximum cumulative loans of \$4,500 for the first 2 years of undergraduate study, a cumulative total of \$9,000 for undergraduate study, and a cumulative total of \$18,000 for undergraduate and graduate study combined.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1959	\$ 30,900,000	1983	\$178,600,000
1965	145,000,000	1984	161,100,000
1970	188,800,000	1985	192,500,000
1975	321,000,000	1986	181,800,000
1980	286,000,000	1987	188,000,000
1981	186,000,000	1988	185,736,000
1982	\$178,600,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Undergraduate and graduate students attending participating postsecondary institutions who have demonstrated financial need are eligible to receive Perkins loans. The disbursement of the loans is a two-step process. First, the Department of Education allocates funds to eligible postsecondary institutions. The allocation is determined by a formula that incorporates a

guaranteed minimum (based on expenditures in the 1985-86 award year) and increases (based on a measure of institutional need). Institutions then distribute these funds to eligible students according to their own packaging assessment philosophy. Assessing the targeting of Perkins loans requires examining the distribution of funds from the Federal government to institutions, and from institutions to students.

Tables 1 and 2 display the distribution of Perkins loan funds by types of institutions and students since 1982-83. Consistent with the formula by which Perkins loan funds are allocated, the distribution of program funds across different sectors of postsecondary education has remained fairly stable over the past 5 years. Table 1 shows that public non-profit, private, and proprietary schools received an average of about 50, 44, and 6 percent of program funds, respectively, over this time.

Table 1
PERCENTAGE DISTRIBUTION OF PERKINS AID BY TYPE OF INSTITUTION
1982-83 to 1986-87 AWARD YEARS

Award Year	Public	Private	Proprietary	All Institutions
1986-87	49.2	44.1	6.7	100.0%
1985-86	48.9	44.7	6.4	100.0
1984-85	49.9	43.8	6.2	99.9
1983-84	49.7	43.5	6.8	100.0
1982-83	50.2	42.5	7.3	100.0

SOURCE: III.2.

NOTE: Rows may not sum to 100 percent because a small proportion of less-than-half-time students received aid.

The composition of recipients has changed slightly over this 5 year period. Table 2 shows that independent undergraduates increased their share of Perkins loan aid slightly each year. This increase was accompanied by a parallel decline in the proportion of aid awarded to dependent undergraduates.

Table 2

PERCENTAGE DISTRIBUTION OF PERKINS AID BY DEPENDENCY STATUS AND LEVEL
OF EDUCATION, 1982-83 to 1986-87 AWARD YEARS

Award Year	Undergraduates		Graduate Students	All Students
	Dependent	Independent		
1986-87	56.2	26.3	17.4	99.9%
1985-86	56.6	25.4	18.0	100.0
1984-85	57.1	25.0	17.8	99.9
1983-84	58.3	24.3	17.4	100.0
1982-83	58.8	24.5	16.7	100.0

SOURCE: III.1.

Note: Percentages may not sum to 100 due to a small proportion of less than half-time students who received aid.

Additional insights into the allocation of Perkins loan funds to institutions can be obtained by comparing institutional enrollment patterns (III.2) with the share of Perkins funds going to different sectors of postsecondary education (III.3). This comparison shows the following:

- o Private institutions receive a disproportionate share of allocations relative to their enrollment. In award year 1986-87, private institutions enrolled 23 percent of postsecondary students and distributed 44 percent of Perkins aid.
- o Public 2-year institutions are particularly underrepresented in the program, disbursing only 3.4 percent of program funds while enrolling 35 percent of students.

The targeting of program funds on private institutions occurs because the formula used to allocate funds is based, in part, on aggregate student need at the institution, which, in turn, depends on institutional costs. Because private institutions charge higher tuition and fees than do public institutions, student aggregate need and, hence, the institutional share of program funds are both higher.

Additional patterns in the allocation of program funds to students can be assessed by examining the distribution of awards by income. Table 3 shows how the percentage of recipients, total aid, and average awards varied by dependency status and level of income during the 1986-87 award year. The following patterns are noteworthy:

- o Consistent with the need-based criteria of the program, the largest share of aid to dependent undergraduates was awarded to students from less-than-median-income families (i.e., incomes under \$30,000). This group of students make up 73 percent of all undergraduate dependent recipients, and received 70 percent of total Perkins aid disbursed to undergraduate dependent students.
- o Dependent undergraduates from families at or above median income, however, also make up a significant proportion of Perkins recipients and total aid. This group accounted for 27 percent of Perkins loan recipients and received 30 percent of total Perkins aid awarded to dependent undergraduates during the 1986-87 academic year.
- o Across income groups, average awards tend to increase with family income, because average need depends on institutional costs, and students from higher-income families are more likely to attend higher-cost institutions.
- o Graduate students receive a disproportionate share of program funds, because their average awards are higher than those for undergraduates. As shown in Table 3, the average award for graduate students during award year 1986-87 was \$1,872 compared with \$900 to \$1,000 for undergraduates.

Table 3
PERCENTAGE DISTRIBUTION OF PERKINS AID
BY DEPENDENCY STATUS AND LEVEL OF INCOME,
1986-87 AWARD YEAR

Awards	Under \$6,000	\$6,000 \$11,999	\$12,000- \$17,999	\$18,000- \$23,999	\$24,000- \$29,999	\$30,000	Inde- pendent Under- graduates	Graduate Students
% of re- cipients	6.6	7.9	10.2	10.7	9.6	17.1	28.0	9.9
% of aid awarded	5.5	6.7	9.1	9.8	8.9	16.1	26.3	17.4
Average award	\$894	\$912	\$953	\$978	\$993	\$1,002	\$1,002	\$1,872

Source: III.

Note: Percentages may not sum to 100 due to a small proportion of less than half-time students who received aid.

Program Administration

Institutions are mainly responsible for administering the program. They determine which students are eligible to receive awards, how much they are eligible to receive, and how much they do receive. The accuracy of award determinations and disbursements at the institutional level has been evaluated in several quality-control studies. These studies found large amounts of student and institutional error in the campus-based student aid programs. One such study (III. 5) reported the following:

- o Errors affecting need were found in 77.2 percent of the cases sampled. These errors resulted in estimated \$500 million net overstatement of need for the campus-based programs. Most errors (80 percent) were attributable to misreporting by students.
- o Campus-based awards actually exceeded need in about 22.5 percent of cases and accounted for \$265 million. Awards in excess of need were evenly divided as to their source between institutions and students.

Improvement Strategies

As part of the Department's quality-control program, mandatory verification was extended in FY 1987 to include, along with other Federal student aid programs, applicants for Perkins loans. Mandatory verification requires submission by students and review by institutions of documentation on key items in the student aid application form. Mandatory verification is expected to reduce student misreporting in the program.

III. SOURCES OF INFORMATION

1. Program data.
2. The Condition of Education (Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, 1988 edition).
3. Fiscal Operations Report 1986-87, unpublished tables from Campus-Based Analysis Section, Office of Student Financial Assistance, U.S. Department of Education.
4. National Postsecondary Student Aid Study 1988. Data files. (Washington, DC: National Center for Education Statistics).
5. Title IV Quality-Control Project 1985-86 (Reston, VA: Advanced Technology, Inc.) Secondary data analysis by the Postsecondary Education Division, Office of Planning, Budget, and Evaluation, U.S. Department of Education.

IV. PLANNED STUDIES

A major survey of student financial aid conducted by the National Center for Education Statistics in cooperation with the Office of Student Financial Assistance and other Federal agencies. This survey will collect data on recipients and nonrecipients of aid, providing a large sample of the student population on which detailed analyses of aid patterns can be based. Preliminary data on aid recipients from the Fall 1986 Records Survey have been obtained.

The Integrated Quality-Control Measurement Study is being planned for 1988-89. This study will provide current estimates of the level of error in the Title IV programs, evaluate the effects of previous corrective action taken to reduce error, and identify further corrective actions that might be taken to improve program administration.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Paul Z. Hill, (202) 732-3963

Program Studies : Dan Morrissey, (202) 732-3682

COLLEGE WORK-STUDY PROGRAM
(CFDA No. 84.033)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part C, as amended by P.L. 99-498 (42 U.S.C. 2751-2756a) (expires September 30, 1991).

Purpose: To promote part-time employment for postsecondary students who need the earnings to meet their educational costs. The College Work-Study (CWS) Program subsidizes various percentages of students' wages through grants to institutions of higher education.

To receive College Work-Study funds, students must meet certain categorical eligibility requirements and have financial need (their cost of attendance must exceed the sum of their expected family contribution, Pell Grant, and other financial aid received). Institutions determine the distribution of awards among eligible applicants.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1965	\$ 55,710,000	1983	\$590,000,000
1970	152,460,000	1984	555,000,000
1975	420,000,000	1985	592,500,000
1980	550,000,000	1986	567,023,000
1981	550,000,000	1987	592,500,000
1982	528,000,000	1988	588,249,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Students attending participating postsecondary institutions who have demonstrated financial need are eligible to receive CWS awards. The disbursement of awards is a two-step process. First, the Department of Education allocates funds to eligible postsecondary institutions according to a formula that incorporates a guaranteed minimum (based on expenditures in the 1985-86 award year) and increases (based on a measure of institutional need). Second, institutions distribute these funds to eligible students according to their own financial aid packaging philosophy. Given this process, an analysis of the targeting of program funds requires an examination of the distribution of funds from the Federal Government to institutions and from institutions to students.

Tables 1 and 2 show the distribution of CMS funds across types of institutions and students since 1982-83. The distribution of program funds across different sectors of postsecondary education has remained stable over the past 5 years. As shown in table 1, public, private nonprofit, and proprietary institutions received annually about 57, 42, and 1.5 percent of program funds, respectively.

Table 1
PERCENTAGE DISTRIBUTION OF CMS AID BY TYPE OF INSTITUTION,
1982-83 to 1986-87 Award Years

Award Year	Public	Private Nonprofit	Proprietary	Total
1986-87	56.3	42.0	1.8	100.1%
1985-86	55.8	42.8	1.4	100.0
1984-85	56.6	42.1	1.3	100.0
1983-84	56.6	41.9	1.6	100.1
1982-83	57.4	41.2	1.3	99.9

SOURCE: See III. 1.

NOTE: Rows may not add to 100.0 percent because of rounding and because a small number of less-than-half-time students receive aid.

A similar pattern is observed for the recipients of CMS aid over this period. As shown in Table 2, the shares of program funds awarded to dependent and independent undergraduates and graduate students remained at approximately 65, 26, and 10 percent, respectively, over this time.

Table 2
PERCENTAGE DISTRIBUTION OF CMS AID BY DEPENDENCY STATUS
AND LEVEL OF EDUCATION
1982-83 to 1986-87 Award Years

Award Year	Undergraduates		Graduate Students	Total
	Dependent	Independent		
1986-87	64.5	26.8	8.6	99.9%
1985-86	63.8	25.9	10.2	99.9
1984-85	64.1	25.8	10.0	99.9
1983-84	64.7	25.2	10.0	99.9
1982-83	65.5	25.1	9.3	99.9

SOURCE: See III.1.

NOTE: See note for Table 1.

Additional patterns in the distribution of funds from the Federal Government to institutions can be ascertained by comparing institutional enrollment shares (III. 2) against the share of program funds disbursed to different sectors of postsecondary education (III. 3). This comparison shows the following:

- o Private institutions receive a disproportionate share of allocations. In award year 1986-1987, these institutions enrolled 23 percent of postsecondary students and disbursed 38 percent of CMS funds.
- o Public 2-year institutions are particularly underrepresented in the program, disbursing only 16 percent of CMS funds while enrolling 44 percent of students.

Private institutions receive a larger share of program funds, because the formula used to allocate funds is based in part on aggregate student need at the institution, which, in turn, depends in part on institutional costs. Because private institutions charge higher tuition and other fees than do public institutions, aggregate student need and, hence, the institutional share of program funds are also higher.

The allocation of program funds to students can be assessed by looking at the distribution of awards by status and income. Table 4 shows how the percentage of recipients, total aid, and average awards vary by status and level of income.

The data show that independent undergraduates and graduate students receive a disproportionate share of program funds because their average awards are higher than those for dependent undergraduates. (Independent undergraduates and graduate students constituted only 24.7 and 4.5 percent of all recipients and received 26.9 and 8.6 percent of all funds, respectively.) As shown in Table 4, average awards for dependent undergraduate students during the 1986-87 academic year ranged between \$798 and \$859. In contrast, average awards for undergraduate independents and graduate students were \$988 and \$1,754, respectively.

TABLE 4

PERCENTAGE DISTRIBUTION OF CMS AWARDS BY TYPE OF STUDENT AND FAMILY INCOME,
1986-87 AWARD YEAR

Awards	Dependent Undergraduates by Family Income						Independent	Graduate	All
	Under \$6,000	\$6,000-\$11,999	\$12,000-\$17,999	\$18,000-\$23,999	\$24,000-\$29,999	\$30,000+	Under-Graduates	Students	
% of recipients	10.2	10.8	11.5	11.1	9.6	17.6	24.7	4.5	100%
% of aid awarded	8.9	9.8	10.8	10.3	9.0	15.7	26.9	8.6	100
Average award	\$798	\$830	\$857	\$859	\$846	\$814	\$988	\$1,754	\$912

SOURCE: See III. 3.

Services

According to program data (III. 3), 689,812 students received awards averaging \$912 in the 1986-87 award year. Compared with award year 1985-86, these figures represent a 5 percent decrease in recipients and a 1.2 percent nominal increase in the average award.

During FY 1987, the Department implemented a program to encourage the employment of CMS students in adult literacy projects. On the basis of their participation in programs designed to reduce adult illiteracy during the 1986-87 academic year, institutions were eligible to receive supplemental CMS funds the following year. For the 1987-88 award year, \$912,772 in supplemental awards was provided to 56 postsecondary institutions and to 977 students working in adult literacy projects.

CMS awards are not made alone but in conjunction with the receipt of all forms of Title IV assistance. Estimates of joint program benefits received in 1985-86 (IV.4) indicate the following:

- o Almost all (98 percent) recipients of CMS funds also received another form of Title IV assistance.
- o More than 70 percent of recipients also received Pell awards, and more than 55 percent borrowed through the GSL program.
- o Approximately 40 percent of recipients also received SEOG awards and Perkins loans.

Program Administration

Institutions are mainly responsible for administering the program. They determine which students are eligible to receive awards, how much they are eligible to receive, and how much they do receive. The accuracy of award determinations and disbursements at the institutional level has been evaluated in several quality-control studies. These studies found large amounts of student and institutional error in the campus-based student aid programs. One such study (III. 4) reported the following:

- o Errors affecting need were found in 77.2 percent of the cases sampled. These errors resulted in estimated \$500 million net overstatement of need for the campus-based programs. Most errors (80 percent) were attributable to misreporting by students.
- o Situations in which campus-based awards actually exceeded need were estimated to occur in 22.5 percent of cases and to account for \$265 million. Awards in excess of need were evenly divided as to their source between institutions and students.

Improvement Strategies

As part of the Department's quality-control program, mandatory verification was extended in FY 1987 to include, along with other Federal student aid programs, the CMS program. Mandatory verification requires submission by students and review by institutions of documentation on key items in the student aid application form. Mandatory verification is expected to reduce student misreporting in the program.

In addition, the Institutional Quality-Control Pilot Project (IV.5) has been implemented to assess the feasibility of developing an institutionally based quality-control system for the Title IV programs.

III. SOURCES OF INFORMATION

1. Program data.
2. The Condition of Education (Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, 1988 edition).
3. Fiscal Operations Report 1986-87, unpublished tables from Campus-Based Analysis Section, Office of Student Financial Assistance, U.S. Department of Education.
4. Title IV Quality-Control Project 1985-86 (Reston, VA: Advanced Technology, Inc.) Secondary data analysis by the Postsecondary Education Division, Office of Planning, Budget, and Evaluation, U.S. Department of Education.

IV. PLANNED STUDIES

During the 1986-87 academic year, a major survey of student financial aid was conducted by the Center for Education Statistics in cooperation with the Office of Student Financial Assistance and other Federal agencies. Analysis of this survey, which collected data on a large sample of recipients and nonrecipients of aid, will provide information on the use of student aid in the financing of postsecondary education.

The Integrated Quality-Control Measurement Study is being planned for 1988-89. This study will provide current estimates of the level of error in the Title IV programs, evaluate the effects of previous corrective action taken to reduce error, and identify further corrective actions that might be taken to improve program administration.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Paul Hill, (202) 732-3963

Program Studies : Dan Goldenberg, (202) 732-3682

UPWARD BOUND
(CFDA No. 84.047)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Sections 417A and 417C, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1a) (expires September 30, 1991).

Purpose: To generate among low-income youths and potential first-generation college students the skills and motivation necessary for success in education beyond high school. The goal of the program is to increase the academic performance and motivation of eligible enrollees so that they may complete secondary school and successfully pursue postsecondary education programs.

Funding History

<u>Fiscal Year</u>	<u>Allocation 1/</u>	<u>Fiscal Year</u>	<u>Allocation 1/</u>
1967	\$28,000,000	1983	\$68,366,514
1970	29,600,000	1984	70,754,376
1975	38,331,000	1985	73,614,193
1980	62,500,000	1986	72,338,636
1981	66,501,000	1987	74,548,185
1982	63,720,000	1988	80,413,638

1. The allocations represent the amount allocated administratively by the Department from funds appropriated jointly for all five Special Programs for Disadvantaged Students: Upward Bound, Talent Search, Educational Opportunity Centers, Student Support Services, and the Training Program for Special Programs Staff and Leadership Personnel.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Number of new projects	 0
Number of continuation projects	 404
Average award	 \$198,976
Number of persons served	 32,700 (est.)
Average Federal cost per participant.....	\$2,458
Budget authority	 \$80,386,384

Outcomes

A study of the Upward Bound program was completed by the Applied Systems Institute in 1984 (III.2). The findings were as follows:

- o Disadvantaged youths who were in Upward Bound were more likely than comparable nonparticipants to apply to college, obtain financial aid, attend college, and persist in college for 1 year after high school (III.2).
- o During their first three semesters, Upward Bound students earned significantly more college credits than comparable nonparticipants.
- o College retention rates 21 months after high school dropped to a level no longer significantly greater than the rates for comparable nonparticipants.

III. SOURCES OF INFORMATION

1. Program files.
2. Steven M. Jung and Applied Systems Institute, Reanalysis of High School and Beyond Data to Estimate the Impact of Upward Bound (Washington, DC: Applied Systems Institute, 1984).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Goldia Hodgdon, (202) 732-4804

Program Studies : Frank Forman, (202) 732-3682

TALENT SEARCH
(CFDA No. 84.044)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Sections 417A and B, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1) (expires September 30, 1991).

Purpose: To identify qualified youths with potential for postsecondary education, to encourage them to complete secondary school and to enroll in postsecondary education programs, to publicize the availability of student financial aid, and to increase the number of secondary and postsecondary school dropouts who reenter an educational program.

Funding History

<u>Fiscal Year</u>	<u>Allocation 1/</u>	<u>Fiscal Year</u>	<u>Allocation 1/</u>
1967	\$ 2,492,000	1983	\$ 17,057,594
1970	5,000,000	1984	17,628,233
1975	6,000,000	1985	20,728,468
1980	15,300,000	1986	19,606,841
1981	17,113,000	1987	20,384,105
1982	17,057,594	1988	22,228,872

1. The allocations represent the amount allocated administratively by the Department from funds appropriated jointly for all five Special Programs for Disadvantaged Students: Upward Bound, Talent Search, Educational Opportunity Centers, Student Support Services, and the Training Program for Special Programs Staff and Leadership Personnel.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS**Population Targeting**

Number of new projects	178
Number of continuation projects.....	0
Average award	\$124,119
Number of persons served	199,897
Average Federal cost per participant.....	\$111
Budget authority	\$22,093,095

Program Administration

A study of the Talent Search and Educational Opportunity Centers programs completed in 1985 by the College Entrance Examination Board (III.2) examined data from 11 local Talent Search projects and annual performance and other program data collected by the Department of Education. The findings were as follows:

- o It is difficult to evaluate program effectiveness because no common method governs the way the projects collect and report data to the program's performance-reporting system; hence it is impossible to measure aggregate program performance.
- o If additional program funds become available, priority should go to additional projects that will serve Hispanic clients because they are underrepresented in the programs.

III. SOURCES OF INFORMATION

1. Program files.

- 2. Paul L. Franklin, Helping Disadvantaged Youths and Adults Enter College: An Assessment of Two Federal Programs (Washington, DC: College Entrance Examination Board, 1985).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Goldia Hodgdon, (202) 732-4804

Program Studies: Frank Forman, (202) 732-3682

EDUCATIONAL OPPORTUNITY CENTERS
(CFDA No. 84.066)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Sections 417A and E, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1c) (expires September 30, 1991).

Purpose: To provide information on financial and academic assistance available to qualified adults who want to enroll in postsecondary education and to help them apply for admission.

Funding History

<u>Fiscal Year</u>	<u>Allocation 1/</u>	<u>Fiscal Year</u>	<u>Allocation 1/</u>
1975	\$3,000,000	1984	\$ 8,101,898
1980	7,700,000	1985	9,209,468
1981	8,000,674	1986	8,813,523
1982	7,800,000	1987	9,209,531
1983	7,800,000	1988	11,162,663

1. The allocations represent the amount allocated administratively by the Department from funds appropriated jointly for all five Special Programs for Disadvantaged Students: Upward Bound, Talent Search, Educational Opportunity Centers, Student Support Services, and the Training Program for Special Programs Staff and Leadership Personnel.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Number of new projects..... 41
 Number of continuation projects..... 0
 Average award..... \$272,907
 Number of persons served..... 109,541
 Average Federal cost per participant..... \$102
 Budget authority..... \$11,189,203

Program Administration

A study of the Talent Search and Educational Opportunity Center (EOC) programs completed in 1985 by the College Entrance Examination Board (III.2) examined data from six EOCs and the annual performance and other program data collected by the Department of Education.

The researchers concluded that it is difficult to evaluate program effectiveness because no common method governs the way the projects collect and report data to the programs' performance-reporting system and because no standard definition of "client" for recordkeeping and reporting exists; hence it is impossible to measure aggregate program performance.

III. SOURCES OF INFORMATION

1. Program files.

2. Paul C. Franklin, Helping Disadvantaged Youth and Adults Enter College: An Assessment of Two Federal Programs (Washington, DC: College Entrance Examination Board, 1985).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Goldia Hodgdon, (202) 732-4804

Program Studies : Frank Forman, (202) 732-3682

STUDENT SUPPORT SERVICES
(CFDA No. 84.042)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Section 417A and D, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1b) (expires September 30, 1991).

Purpose: To identify low-income, first-generation, or physically disabled college students who are enrolled or accepted for enrollment by participating postsecondary institutions and to provide them with necessary support services to pursue programs of postsecondary education successfully.

Funding History

<u>Fiscal Year</u>	<u>Allocation 1/</u>	<u>Fiscal Year</u>	<u>Allocation 1/</u>
1970	\$10,000,000	1983	\$60,555,892
1975	23,000,000	1984	67,294,974
1980	60,000,000	1985	70,083,664
1981	63,885,326	1986	67,070,000
1982	60,702,406	1987	70,961,949
		1988	90,809,664

1. The allocations represent the amount allocated administratively by the Department of Education from funds appropriated jointly for all five Special Programs for Disadvantaged Students: Upward Bound, Talent Search, Educational Opportunity Centers, Student Support Services, and the Training Program for Special Programs Staff and Leadership Personnel.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Number of new projects.....	54
Number of continuation projects.....	662
Average award.....	\$126,750
Number of persons served.....	163,394 (est.)
Average Federal cost per participant.....	\$554
Budget authority.....	\$90,809,664 (est.)

Services

The 716 projects funded under the Student Support Services program during FY 1988 provided a range of services to more than 160,000 postsecondary students across the country. The services provided include instruction; academic, career, and personal counseling; tutoring; financial aid; services for students with limited English-speaking proficiency; and exposure to cultural events.

According to an Inspector General's audit report (III.2), there were significant problems in the documentation of student eligibility and of services provided to students. In some institutions, there was duplication of services between these programs and State-funded programs.

Program Administration

The General Accounting Office conducted a review of the Student Support Services program for the fiscal years 1978 through 1980 (III.3). GAO reported the following findings relating to inadequate feedback about accomplishments of the program:

- o There is no assurance that the program goals and project objectives are being met.
- o Projects lack specific objectives to increase retention and graduation rates.
- o Local project reports to the program managers are inaccurate and incomplete.
- o Failure to reach objectives is not reported.
- o Program management is inadequate.

Outcomes

An impact evaluation of the Student Support Services program led to a followup study (III.4), conducted on students who would normally be in their fourth year of college. The study had the following major findings:

- o Students with the greatest need for services are the least likely to succeed in college.
- o There was no clear evidence that one particular kind of service was superior to another.
- o Moderate levels of support services were more effective than no services or the most intensive services.

- o Students who received moderate levels of services apparently had fewer academic deficiencies to overcome than those who received more intensive services.
- o Almost 60 percent of the participants were still enrolled in postsecondary education 3 years after entry, and most were full-time students.
- o Academic support services received after the freshman year were relatively less successful in improving long-term academic performance.

Improvement Strategies

Strategies to improve the administration of the Student Support Services program included the following:

- o Increased monitoring of projects,
- o Improved data collection on project impact,
- o Improved training of project staff through administrative designation of priorities by the Secretary for fiscal years 1984 through 1989 under the Training Program for Special Programs Staff and Leadership Personnel, which focused on improved management of Special Programs for Disadvantaged Students (see Chapter 513 of this AER).

III. SOURCES OF INFORMATION

1. Program files.
2. Office of the Inspector General, "Results by OIG's Limited Review of the Special Programs for Disadvantaged Students" (Washington, DC: U.S. Department of Education, 1985).
3. "Report on the Special Services for Disadvantaged Students Program" (Washington, DC: U.S. General Accounting Office, November 12, 1982).
4. Follow-up Evaluation of the Special Services for Disadvantaged Students Program (Santa Monica: System Development Corporation, 1983).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: May Weaver, (202) 732-4804

Program Studies : Frank Forman, (202) 732-3682

Chapter 511-1

VETERANS' EDUCATION OUTREACH PROGRAM (CFDA No. 84.064)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Section 420A, as amended by P.L. 99-498 (20 U.S.C. 1070e-1) (expires September 30, 1991).

Purpose: To encourage colleges and universities to serve the special educational needs of veterans, especially service-connected disabled veterans, other disabled or handicapped veterans, incarcerated veterans, and educationally disadvantaged veterans.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$25,000,000	1984	\$3,000,000
1975	31,250,000	1985	3,000,000
1980	14,380,000	1986	2,871,000
1981	6,019,000	1987	3,000,000
1982	4,800,000	1988	2,872,000
1983	3,000,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The Veterans' Education Outreach Program (VEOP) was created in FY 1986 as a replacement for the former Veterans' Cost of Instruction Program (VCIP), which began in FY 1972. In FY 1976, the peak year, there were approximately 910,000 veterans enrolled in postsecondary education and eligible for VEOP services. By FY 1981, the number of eligible veterans had declined to 212,000 and in the years since, the number has leveled off at approximately 200,000. The number of institutions participating dropped from 710 in FY 1985 to 517 in FY 1988.

Table 1

Number of Awards by Award Value, Fiscal Years 1985-1988

<u>Award</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>
<u>Average Award</u>	<u>\$5.025</u>	<u>\$5.336</u>	<u>\$5.464</u>	<u>\$5.555</u>
\$5,000 or less	411	369	353	334
\$5,001-\$10,000	113	100	125	108
\$10,001-\$40,000	66	62	57	64
\$40,001+	<u>7</u>	<u>7</u>	<u>14</u>	<u>11</u>
Total	597	538	549	517

Eligible institutions had to demonstrate that they had at least 100 veterans with honorable discharges in attendance as undergraduate students on April 16 of the current year, or that they had received an award under the VEOP for a continuous period of 3 of the 5 most recent fiscal years ending on or before September 30, 1985.

In FY 1986, many institutions dropped out of the program because of the eligibility requirements. Most (over 70 percent) of the higher education institutions that dropped out received grants of \$5,000 or less. In FY 1987, the amendments of 1986 were implemented, which loosened eligibility requirements. Previously the institutions were required to enroll at least 100 veterans; now they need only show that they had been funded 3 out of the 5 most recent fiscal years. The number of awards did increase in FY 1987 over FY 1986 but the number of awards fell dramatically in FY 1988.

Services

Institutions receiving VEOP funds must make an adequate effort to maintain an Office of Veterans Affairs and provide outreach and recruitment programs, counseling and tutorial services, and special education programs for veterans, with special emphasis on services for physically disabled, incarcerated, and educationally disadvantaged veterans.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Neil McArthur, (202) 732-4406

Program Studies : Jim Maxwell, (202) 732-3682

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
(CFDA No. 84.116)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title X, Part A, Section 1001-1005, as amended by P.L. 99-498 (20 U.S.C. 1135-1135a-3) (expires September 30, 1991.)

Purpose: To provide grants to support innovative projects that will encourage the reform and improvement of postsecondary education.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$10,000,000	1984	\$11,710,000
1975	11,500,000	1985	12,710,000
1980	13,500,000	1986	12,163,000
1981	13,500,000	1987	13,700,545
1982	11,520,000	1988	13,117,000
1983	11,710,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Proposals may be submitted by 2- and 4-year colleges and universities, both public and private, accredited and nonaccredited; community organizations, libraries, and museums; nonprofit trade and technical schools, unions, consortia, student groups, local government agencies, nonprofit corporations, and associations.

In an internal study of its applicants, FIPSE has found that 30 to 40 percent of its grantees are first-time recipients of a Federal grant. This high rate reflects FIPSE efforts to reach a wide field of applicants across the country.

Services

FIPSE makes awards under three programs. The main program is called the Comprehensive Program; the other two are the Lectures Program and a program to promote Innovative Projects for Student Community Service.

In FY 1988, the Comprehensive Program supported 175 grants on a wide range of issues including curriculum reform, access and retention of minority and nontraditional students, assessment of high quality faculty development, teacher training, graduate and professional education, organizational development, education for a changing economy, and educational technology.

The six grants made under the Lectures Program focused on the implications of demographic changes for higher education.

The 36 grants awarded under the Innovative Projects for Student Community Service support institutions of higher education and other public and private nonprofit institutions and agencies. These projects encourage student participation in community service activities in exchange for educational services, or for financial assistance to reduce educational debt.

FIPSE made six Final Year Dissemination grants in FY 1988.

Improvement Strategies

FIPSE has begun an initiative to strengthen the evaluation component of each project.

III. SOURCES OF INFORMATION

1. Program Files
2. Internal surveys of funded projects.

IV. PLANNED STUDIES

FIPSE is conducting an internal study to identify the principles that underlie successful program development. FIPSE will publish the results, along with information from individual project evaluations, in a program report in spring 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Thomas G. Carroll, (202) 732-5750

Program Studies : Gregory Henschel, (202) 732-3682

TRAINING PROGRAM FOR SPECIAL PROGRAMS
STAFF AND LEADERSHIP PERSONNEL
(CFDA No. 84.103)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Section 417A and 417F, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1071d) (expires September 30, 1991).

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1978	\$2,000,000	1984	\$ 960,000
1980	2,000,000	1985	1,302,975
1981	1,000,000	1986	957,000
1982	960,000	1987	1,006,000
1983	960,000	1988	1,229,179

Purpose: To provide training for staff employed in, or preparing for employment in, Upward Bound, Student Support Services, Talent Search, Educational Opportunity Center programs, and the Ronald E. McNair Programs. The training grants are designed to improve the participants' skills in leadership, management, accounting for Federal funds, providing student support services, and evaluating the impact of project services.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1988 appropriation of \$1,229,179 was awarded to 14 institutions and nonprofit organizations.

The Training Program supports short-term training institutes, workshops, and inservice training programs to improve the skills of staff and leaders. More than 5,739 staff personnel have participated in the program over a 4-year period.

Table 1
DISTRIBUTION OF AWARDS, FISCAL YEARS 1985-1988

	1985	1986	1987	1988
Number of projects	15	7	10	14
Average award	\$86,865	\$95,700	\$100,600	\$87,799
Number of participants (est.)	1,496	1,363	1,481	1,399
Average Federal cost per participant	\$871	\$702	\$679	\$879
Budget authorization	\$1,302,975	\$957,000	\$1,006,000	\$1,229,179

Source: See III.1.

Services

The 14 projects funded in FY 1988 will provide training to an estimated 1,400 staff members of the Special Programs for Disadvantaged Students.

Proposed training topics include student retention, evaluation of program impact, and project management with emphasis on accountability for funds and services. Training includes manuals and other written materials that the trainees retain for future reference and use in training other project staff members.

Improvement Strategies

Strategies to improve the Training Program include establishing a data base on the number, location, and type of staff being trained (e.g., director, counselor, instructor). This information is used to assure that proposed training projects do not provide the same training to the same people year after year.

III. SOURCE OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation: May J. Weaver, (202) 732-4804

Program Studies : Jim Maxwell, (202) 732-3682

AID FOR INSTITUTIONAL DEVELOPMENT
(CFDA No. 84.031)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title III, as amended by P.L. 99-498 (20 U.S.C. 1051-1069f) (expires September 30, 1991).

Purpose: To help institutions of higher education that have limited financial resources and serve significant percentages of low-income and minority students (including historically black colleges and universities) to improve their academic programs, institutional management, fiscal operations, student services, long-range planning, and ability to build endowments in order for these institutions to become financially self-sufficient and to continue to provide equal educational opportunities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1966	\$ 5,000,000	1983	\$134,416,000
1970	30,000,000	1984	134,416,000
1975	110,000,000	1985	141,208,000
1980	110,000,000	1986	135,136,000
1981	120,000,000	1987	147,208,000
1982	134,416,000	1988	152,370,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Program Administration

The Institutional Aid Programs consist of five components:

1. The Strengthening Institutions Program (Part A) provides 3-year renewable grants and 4- or 5-year grants to eligible institutions, which may be renewed only after a 4- or 5-year wait. Funds may be used for faculty development, administrative management, development and improvement of academic programs, acquisition of equipment for use in strengthening funds management and academic programs, and joint use of facilities such as libraries and laboratories and student services. When the appropriation equals or exceeds the FY 1986 level (\$60 million), a minimum of \$51.4 million must be available for 2-year institutions, and 25 percent of the funds above the FY 1986 level must be allocated to eligible

institutions with the highest percentage of minority students. To qualify for this set-aside as a minority institution, a school must have an enrollment that is 20 percent Mexican-American, Puerto Rican, Cuban, or other Hispanic; or 60 percent American Indian; or 5 percent Alaskan native; or 5 percent native Hawaiian, American Samoan, Micronesian, Guamanian, or Northern Marianian.

2. The Strengthening Historically Black Colleges and Universities Program (Part B) provides grants to eligible historically black colleges and universities (HBCU). To be eligible, an institution must have been established prior to 1964 and its principle mission must be the education of black Americans. The appropriation is allotted among HBCUs according to the number of Pell Grant recipients among currently enrolled students (50 percent), graduates (25 percent), and graduates attending graduate or professional school in degree programs in which blacks are underrepresented (25 percent).
3. The Strengthening Historically Black Graduate Institutions Program (Part B, Section 326) provides no more than two 5-year grants to the following five postgraduate institutions: Morehouse School of Medicine, Meharry Medical School, Charles R. Drew Postgraduate Medical School, Atlanta University, and Tuskegee Institute of Veterinary Medicine. Except for Morehouse School of Medicine, which is authorized to receive \$3 million, each institution is limited to \$500,000 unless the institution agrees to match the grant.
4. The Challenge Grant Program (Part C, Section 331) is not currently funded. Multiyear awards made before FY 1983 ended in FY 1987.
5. The Endowment Challenge Grant Program (Part C, Section 332) provides eligible institutions with Federal grants that match endowment funds raised by the institutions.

The Higher Education Amendments of 1986, implemented in FY 1987, resulted in a number of program changes that, with changes in appropriated funding levels, have shifted the emphasis of the Title III programs. Part B of Title III was restructured into a discretionary program in which funds to HBCUs are determined by a formula. As shown in Table 1, support for the historically black colleges rose from \$58 million in FY 1987 to \$76 million in 1988; Table 2 shows that \$73 million came from Part B. As a result, the percentage of total funds going to historically black colleges increased from 39.3 percent in 1987 to 50 percent in 1988. Provisions governing the minority set-aside have also changed, but this change has not resulted in an increase in funding for predominantly minority colleges. The new set-aside for 2-year colleges has increased the total funds awarded to 2-year colleges, especially for 2-year public colleges. Total funding for Title III increased slightly as a result of increases in the Part B program for historically black institutions.

TABLE 1

INSTITUTIONAL AID PROGRAM OBLIGATIONS BY INSTITUTIONAL
RACIAL/ETHNIC IDENTIFICATION AND LEVEL OF OFFERING AND CONTROL,
FISCAL YEARS 1986, 1987, and 1988 ^{2/}

Institutional Racial/Ethnic Identification	FY 1986			X	FY 1987			X	FY 1988 ^{1/}			X
	Number of Awards	Obligations (000's)	of Total Dollars		Number of Awards	Obligations (000's)	of Total Dollars		Number of Awards	Obligations (000's)	of Total Dollars	
Historically black	124	\$45,556	33.7%		117	\$57,876	39.3%		112	\$ 76,140	50.0%	
Predominantly black	22	4,891	3.6		16	4,031	2.7		13	2,778	1.8	
White	359	72,664	53.8		306	69,971	47.5		269	63,896	41.9	
American Indian	7	2,252	1.7		10	1,777	1.2		7	1,569	1.0	
Asians/Pacific Islanders	9	2,543	1.9		7	3,040	2.1		3	1,322	0.9	
Hispanic	<u>34</u>	<u>7,179</u>	<u>5.3</u>		<u>31</u>	<u>10,641</u>	<u>7.2</u>		<u>20</u>	<u>6,651</u>	<u>4.4</u>	
Total	555	\$135,085	100.0%		487	\$147,336	100.0%		424	\$152,356	100.0%	
Level of Offering and Control												
4-Year private	164	\$ 46,633	34.5		115	\$41,482	28.2		92	\$39,188	25.7	
4-Year public	113	35,078	26.0		99	34,587	23.5		82	38,768	25.5	
4-Year private	27	4,617	3.4		22	5,602	3.8		17	4,301	2.8	
2-Year public	251	48,757	36.1		246	60,664	41.2		228	60,526	39.7	
Graduate	<u>—</u>	<u>—</u>	<u>—</u>		<u>5</u>	<u>5,000</u>	<u>3.4</u>		<u>5</u>	<u>9,574</u>	<u>6.3%</u>	
Total	555	\$135,085	100.0%		487	\$147,330	100.1%		424	\$152,357	100.0%	

Source: Program files.

^{1/} Estimates were made for Part C on the basis of current endowment commitments.

^{2/} Columns may not sum to 100 percent because of rounding.

Table 2

INSTITUTIONAL AID PROGRAM OBLIGATIONS BY INSTITUTIONAL
RACIAL/ETHNIC IDENTIFICATION AND LEVEL OF OFFERING AND CONTROL,
FISCAL YEAR 1988, by Part 2/

Institutional Racial/Ethnic Identification	Part A		X of Total Dollars	Part B		X of Total Dollars	Part C		X of Total Dollars
	Number of Awards	Obligation (000's)		Number of Awards	Obligation (000's)		Number of Awards	Obligations (000's)	
Historically black	3	\$ 1,154	1.9	101	\$73,162	100.0	8	\$ 1,825	9.5%
Predominantly black	12	2,578	4.3	0	0	0	1	200	1.1
White	247	50,046	83.3	0	0	0	22	13,850	72.4
American Indian	7	1,569	2.6	0	0	0	0	0	0
Asians/Pacific Islanders	3	1,322	2.2	0	0	0	0	0	0
Hispanic	17	3,391	5.7	0	0	0	3	3,260	17.0
Total	289	\$60,059	100.0%	101	\$73,162	100.0	34	\$19,135	100.0%
<u>Level of Offering and Control</u>									
4-Year private	37	\$ 3,996	6.7	45	\$26,531	36.3	10	\$ 8,660	45.3
4-Year public	35	4,093	6.8	41	32,400	44.3	6	2,275	11.9
2-Year private	11	2,201	3.7	3	1,050	1.4	3	1,050	5.5
2-Year public	206	49,769	82.9	7	3,607	4.9	15	7,150	37.4
Graduate	0	0	0	5	9,574	13.1	0	0	0
Total	289	\$60,059	100.1%	101	\$73,162	100.0	34	\$19,135	100.1%

Source: Program files.

1/ Part C figures were estimated on the basis of current endowment commitments.

2/ Columns may not sum to 100 percent because of rounding.

As shown in Table 2, the distribution of funds across various types of institutions varies with the part of the act through which they receive funds. About 83 percent of the funds under the discretionary Part A authority went to 2-year public institutions. This is a result of the legislative requirement that 2-year schools must receive at least \$51.4 million, which is almost 86 percent of the \$60 million allocated under Part A in FY 1988. In fact, in order to accommodate this requirement, the 4-year continuation grants had to be reduced 40 percent and all new awards were made to 2-year institutions. Historically black institutions account for only 2 percent of the funds obligated under Part A, because these institutions can receive funds from Part A or Part B but not both, and most choose Part B. Under the endowment Part C authority, most grants were made to institutions with no previous endowments. As a result, 37 percent of the funds were obligated to 2-year public institutions, many of which are predominantly Hispanic institutions.

Improvement Strategies

Technical assistance workshops were held to improve proposals and projects.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joan DeSantis, (202) 732-3312

Program Studies : Jim Maxwell, (202) 732-3682

MINORITY SCIENCE IMPROVEMENT PROGRAM (MSIP)
(CFDA No. 84.120)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title X, Part B, Subpart 1, Sections 1021-1024, as amended by P.L. 99-498 (20 U.S.C. 1135b-1135b-3; 1135d-1135d-6) (expires September 30, 1991).

Purpose: Provides grants to support projects that propose to effect long-range improvement in science and engineering education at predominantly minority institutions and to increase the participation of underrepresented ethnic minorities in scientific and technological careers.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1972	\$5,000,000	1984	\$4,800,000
1975	5,000,000	1985	5,000,000
1980	5,000,000	1986	4,785,000
1981	5,000,000	1987	5,000,000
1982	4,800,000	1988	5,266,000
1983	4,800,000		

Eligibility

Private and public accredited 2-year and 4-year institutions of higher education are eligible if their enrollments are predominantly (50 percent or more) American Indian, Alaskan native, black (not of Hispanic origin), Hispanic, Pacific Islander, or any combination of these or other disadvantaged ethnic minorities who are underrepresented in science and engineering. Proposals may also be submitted by nonprofit, science-oriented organizations; professional scientific societies; and all nonprofit, accredited colleges and universities that will provide a needed service to a group of eligible institutions for the Minority Science Improvement Program (MSIP) or provide inservice training for project directors, scientists, or engineers from eligible minority institutions.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Table 1 indicates that 190 minority institutions out of 266 eligible (approximately 71 percent) participated in the program through FY 1988.

Table 1

MINORITY SCIENCE IMPROVEMENT PROGRAM INSTITUTIONAL PARTICIPATION, FISCAL YEARS 1972-1988

Predominant Minority Group	Number of 1/ Eligible Institutions	Number of 2/ Institutions Receiving Awards	Number of 2/ Awards
Alaskan native	4	1	2
American Indian	25	24	37
Black	160	116	282
Mexican-American	17	10	26
Puerto Rican	25	20	54
Micronesian	3	3	5
Combination/other	<u>32</u>	<u>16</u>	<u>43</u>
Total	266	190	449

Source: See III.1

1. 34 minority institutions that lack proper accreditation and are not eligible to receive awards.
2. Some institutions have received more than one award.

Program Administration

The funds expended for institutional grants increased from 59 percent in FY 1987 to 62 percent in FY 1988. Also, the funds expended for special grants increased from 16 percent in FY 1987 to 20 percent in FY 1988. The number of awards increased from 37 in FY 1986 to 39 in FY 1988, as shown in table 2.

Table 2

DISTRIBUTION OF FUNDS UNDER THE MINORITY SCIENCE IMPROVEMENT PROGRAM,
FISCAL YEARS 1986, 1987, and 1988

Type of Award	Maximum Size (and Duration)	1986		1987		1988	
		Amount	Number	Amount	Number	Amount	Number
Institutional	\$300,000 (3 years)	\$2,808,808	14	\$2,942,327	13	\$3,279,782	16
Cooperative	500,000 (3 years)	1,162,995	3	1,074,537	3	885,833	2
Design	20,000 (1 year)	35,858	2	32,685	2	19,891	1
Special	150,000 (2 years)	<u>776,832</u>	<u>18</u>	<u>949,987</u>	<u>20</u>	<u>1,073,253</u>	<u>20</u>
Total		\$4,784,493	37	\$4,999,536	38	5,258,759	39

Source: See III.1.

Outcomes

A study conducted in 1982 (III.2) visited 10 participating institutions. Study staff found that the MSIP effort has been of considerable value in improving the quality of the science departments in most of the institutions. In particular, the program increased the number and quality of faculty, increased the percentage of students majoring in science, and enhanced the research capabilities of those science departments. However, the science education outcomes were not uniform. Instruction was improved when it included acquisition of permanent laboratory equipment. Faculty retention was most likely to be enhanced by improving the institutions' programs as a whole rather than by faculty development, which was more likely to help the faculty find other positions.

III. SOURCES OF INFORMATION

1. Program files.

2. The Minority Institutions Science Improvement Program, Ten Case Study Assessments (Arlington, VA: ESR Research Associates, January 5, 1983).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Argelia Velez-Rodriguez, (202) 732-4396

Program Studies : Jim Maxwell, (202) 732-3682

LAW SCHOOL CLINICAL EXPERIENCE PROGRAM
(CFDA No. 84.097)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part F, Sections 961-62, as amended by P.L. 99-498 (20 U.S.C. 1134s-1134t) (expires September 30, 1991).

Purpose: To establish or expand programs in accredited law schools that provide clinical experience in the practice of law, with preference given to programs providing experience in the preparation and trial of actual cases, including both administrative cases and out-of-court settlements.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1978	\$1,000,000	1984	\$1,000,000
1980	4,000,000	1985	1,500,000
1981	3,000,000	1986	1,435,000
1982	960,000	1987	1,500,000
1983	605,000	1988	3,830,000 1/

1/ A total of \$2,992,000 was spent in FY 1988.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

Additional funds in FY 1988 were used to increase the number of institutional recipients from 47 last year to 52 this year. The average award per institution went from \$32,000 in FY 1987 to \$57,500 in FY 1988.

Improvement Strategies

This year, awardees expanded the kinds of experiences offered to students by establishing programs that focused on the legal problems of victims of acquired immuno-deficiency syndrome (AIDS), and the elderly.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Miller, (202) 732-4395

Program Studies : Gregory Henschel, (202) 732-3682

LEGAL TRAINING FOR THE DISADVANTAGED
(CFDA No. 84.136)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part E, Section 951, as amended by P.L. 99-498 (20 U.S.C. 1134r) (expires September 30, 1991).

Purpose: To help disadvantaged persons to study law and enter the legal profession.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1974	\$ 750,000	1984	\$1,000,000
1975	750,000	1985	1,500,000
1980	1,000,000	1986	1,435,000
1981	1,000,000	1987	1,500,000
1982	960,000	1988	1,915,000
1983	1,000,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The Council on Legal Education Opportunity (CLEO) of the American Bar Association made special efforts to recruit students at historically black colleges and universities, and at colleges and universities in the Southwest that have a large proportion of Hispanic students.

Services

CLEO helped 256 students from disadvantaged backgrounds gain admission to law school this year. Stipends of \$2,200 were awarded to first-year students. Second- and third-year students were awarded \$2,000 each.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Walter Lewis, (202) 732-4393

Program Studies : Gregory Henschel, (202) 732-3682

PATRICIA ROBERTS HARRIS GRADUATE FELLOWSHIPS
(CFDA No. 84.094)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part B, as amended by P.L. 99-498; in part (20 U.S.C. 1134d-1134f) (expires September 30, 1991).

Purpose: To provide, through institutions of higher education, a program of grants to graduate and professional students who demonstrate financial need.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1981	\$11,000,000	1985	\$14,250,000
1982	10,560,000	1986	14,638,000
1983	11,920,000	1987	14,250,000
1984	13,500,000	1988	18,525,000

(The Patricia Roberts Harris Fellowships were formerly known as the Fellowships for Graduate and Professional Study and Public Service Education.)

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Fellowships may be awarded to support students in two categories: (1) Graduate and Professional Opportunity Fellowships are awarded to individuals from groups who are underrepresented in graduate or professional study; (2) Public Service Education Fellowships are awarded to persons who plan to pursue a career in public service.

Services

Students are eligible for stipends not to exceed \$10,000 for a 12 month period. The \$10,000 represents a \$3,100 increase from the FY 1987 level of \$6,900. There are also institutional allowances of up to \$6,000, which remained constant from FY 1987.

A profile of the program is displayed in the table below. In FY 1988, 986 Graduate and Professional Study Fellowships and 218 Public Service Education Fellowships were awarded. New fellowships constituted 56 percent of the Graduate and Professional Study Fellowships but only 40 percent of the Public Service Education Fellowships awarded. The average fellowship, which includes both the student stipend and the institutional allowance, is less than the \$16,000 maximum award because not all awards are made for the maximum 12-month period, and because awards are based on financial need.

<u>Graduate Fellowships</u>	<u>Graduate and Professional Study Fellowships</u>	<u>Public Service Education Fellowships</u>
Number of fellowships (total)	986	218
New	549	88
Continuation	437	129
Average fellowship	\$14,900	\$14,000
Number of grant awards	168	60
Average Federal cost per participating institution	\$96,000	\$40,000
Budget authority	\$15,304,000	\$3,221,000

III. SOURCES OF INFORMATION

Program files and funding directories.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Miller, (202) 732-4395

Program Studies: Dan Goldenberg, (202) 732-3682

FULBRIGHT-HAYS TRAINING GRANTS PROGRAM
(CFDA Nos. 84.019, 84.020, 84.021, 84.022)

I. PROGRAM PROFILE

Legislation: Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act), Section 102(b)(6), P.L. 87-256 (22 U.S.C. 2452 [b-6]) (no expiration date).

Purpose: The Fulbright Hays Act funds four programs that promote and improve teaching, research, and curriculum development in the social sciences and humanities, and in foreign-language and area studies.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$3,000,000	1983	\$5,000,000
1970	2,430,000	1984	5,500,000
1975	2,700,000	1985	5,500,000
1980	3,000,000	1986	5,263,000
1981	6,200,000	1987	5,500,000
1982	4,800,000	1988	5,266,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The four programs funded are Group Projects Abroad, Faculty Research Abroad, Doctoral Dissertation Research Abroad, and Special Bilateral Projects. Each targets a different population.

- o Group Projects Abroad awards grants to institutions of higher education, State departments of education, and private, nonprofit educational organizations to conduct overseas group projects in research, training, and curriculum development in modern foreign-language and area studies. Participants in the group projects are faculty members, educators, graduate students, and undergraduates in their junior or senior year.
- o The Doctoral Dissertation Abroad program provides support for graduate students admitted to doctoral degree candidacy in modern foreign- language and area studies. Eligibility is restricted to students who possess the language skills necessary to carry out the dissertation project, who plan a teaching career in the U.S. upon graduation, and who are U.S. citizens, or foreign nationals who are permanent residents of the United States.

- o Faculty Research Abroad supports scholars employed by institutions of higher education to conduct research abroad in modern foreign-language and area studies.
- o Special Bilateral Projects provides funding for seminars abroad on topics in the social sciences, humanities, and foreign languages. The program targets are undergraduate faculty members, administrators, supervisors, and curriculum specialists of State or local education agencies with direct responsibility for curriculum development in the social sciences, secondary social studies schoolteachers and supervisors, and teachers of foreign languages.

Services

For all four programs, funding levels and average awards were lower in FY 1988 than in FY 1987. FY 1988 program profiles are displayed in Table 1.

TABLE 1
FY 1988 PROGRAM INFORMATION

Program	Number of Projects	Number of Participants	Average Award	Budget Authority
Group Projects Abroad	37	1,169	\$ 66,122	\$2,027,986
Faculty Research Abroad	33	33	21,407	706,433
Doctoral Dissertation Research Abroad	94	94	17,387	1,531,808
Special Bilateral Projects	10	—	104,498	960,135
Total	174	1,296	\$ 33,514	\$5,226,362 1/

1/ Appropriated funds were supplemented with 7,844,106 Indian rupees (approximately \$603,393) from the United States-India Fund.

In FY 1988 a total of 174 projects were funded at \$5,226,362. Group Projects and Doctoral Dissertation Research Abroad accounted for 79 percent of all projects and for 70 percent of all expenditures. These two programs served a total of 1,263 teachers, students, and faculty members in foreign-language and area studies.

Program Administration

With the exception of bilateral projects, which are administered by overseas entities, primarily Fulbright Commissions, Fulbright-Hays Training Grants Programs are generally administered by U.S. institutions of higher education, and in some cases State education departments and nonprofit educational organizations.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joseph Belmonte, (202) 732-3304

Program Studies : Dan Goldenberg, (202) 732-3682

FOREIGN-LANGUAGE TRAINING AND AREA STUDIES
(CFDA Nos. 84.015, 84.016, 84.017, 84.153)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VI, as amended by P.L. 99-498 (20 U.S.C. 1121 et seq.) (expires September 30, 1991).

Purpose: This legislation establishes programs supporting national resource centers, graduate fellowships, and grants for undergraduate and graduate international and foreign-language studies, as well as research and business and international education programs.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$15,800,000	1983	\$21,000,000
1970	13,002,000	1984	25,800,000
1975	11,300,000	1985	26,500,000
1980	17,000,000	1986	25,408,000
1981	19,800,000	1987	27,550,000
1982	19,200,000	1988	25,419,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The following five programs are funded under the International and Foreign-Language Studies Program: National Resources Centers, Foreign-Language and Area Studies Fellowships, Undergraduate Studies, International Research and Studies, and Business and International Education. All programs are intended to strengthen language and area studies at institutions of higher education.

- o The National Resource Centers program provides grants to institutions of higher education to establish, operate, and strengthen graduate and undergraduate centers focusing on the teaching of modern foreign languages and on regional or worldwide topics. All centers offer language instruction and instruction in other disciplines, and they conduct research related to a particular world area or topic.
- o Foreign-Language and Area Studies (FLAS) Fellowships offer academic-year and summer awards for advanced students in foreign languages and area or international studies. Allocations are made to selected U.S. higher education institutions, which, in turn, award fellowships to individuals.

- o The Undergraduate Studies program awards grants to individual institutions of higher education or to consortia thereof to plan, develop, and implement programs to strengthen and improve undergraduate education in international studies and foreign languages.
- o The International Research and Studies program awards grants to institutions, organizations, public and private agencies, and individuals to support research on the need for and methods of providing improved instruction and the development of specialized instructional material for foreign-language, foreign-area, and related studies.
- o The Business and International Education program provides matching grants to institutions of higher education for projects carried out in partnership with a business enterprise, trade organization, or association engaged in international economic activity. Projects assisted are designed to enhance international academic programs at colleges and universities and to expand the capacity of the business community to engage in commerce abroad.

Profiles of these five programs are displayed below. In FY 1988, 94 National Resource Center grants, 630 FLAS fellowships, and 107 international and language studies program grants were awarded. National resource centers received the largest share of program funds (45 percent), followed by college students funded under the FLAS program (30 percent).

National Resource Centers

FY 1988

Number of centers	94
Average award	\$121,276
Budget authority	\$11,399,953

Foreign-Language and Area Studies (FLAS) Fellowships

Number of academic year fellowships	630
Average award	\$10,318
Number of summer awards	310
Average summer award	\$3,409
Budget authority	\$7,557,595

Undergraduate Studies

Number of programs	57
Average award	\$47,180
Budget authority	\$2,689,270

International Research and Studies

Number of projects	20
Average award	\$78,609
Budget authority	\$1,572,121

Business and International Education

Number of projects	37
Average award	\$59,459
Budget authority	\$2,200,000

Outcomes

An evaluation completed in 1983 (III. 2), analyzed supply and demand trends for foreign language and area studies (FLAS) graduates, and assessed the relationships between employment and program-supported training. The principal findings of this study were as follows:

- o The FLAS program has played an important role in a training process that has attracted a broad base of competent and highly motivated students.
- o Most FLAS recipients between 1962 and 1979 majored in history or the humanities, with a smaller number in the social sciences and even fewer in professional disciplines.
- o The vast majority (over 75 percent) of FLAS Ph.D.'s were currently teaching in colleges and universities, but the proportion had steadily decreased over cohorts. More than twice as many Ph.D.'s in the 1977-79 cohort held nonacademic jobs than did those who earned their doctorates in the 1967-70 cohort (28.6 percent versus 13.7 percent).

III. SOURCES OF INFORMATION

1. Program files.
2. Federal Support for Training for Language and Area Specialists: The Education and Careers of FLAS Fellowships Recipients (Santa Monica: Rand Corporation, 1983)

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joseph Belmonte, (202) 732-3304

Program Studies : Dan Goldenberg, (202) 732-3682

COOPERATIVE EDUCATION
(CFDA No. 84.055)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VIII, as amended by P.L. 99-498 (20 U.S.C. 1133-1133b) (expires September 30, 1991).

Purposes: To provide Federal support for (1) the planning, establishment, operation, and expansion of cooperative education projects in higher education institutions; (2) projects demonstrating or determining the feasibility and value of innovative methods of cooperative education; (3) projects training persons to conduct cooperative education programs; and (4) research into methods of improving, developing, or evaluating cooperative education programs in institutions of higher education. Cooperative education programs have alternating or parallel periods of academic study and employment related to the student's academic program or professional goals.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1970	\$ 1,540,000	1984	\$14,400,000
1975	10,750,000	1985	14,400,000
1980	15,000,000	1986	13,781,000
1981	23,000,000	1987	14,400,000
1982	14,400,000	1988	13,787,000
1983	14,400,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Program Targeting

In FY 1988, the following activities were funded:

- o Five new and three continuation demonstration grants were awarded.
- o A total of 102 new administration awards were made, along with 52 continuation awards.
- o Three new and eight continuation training grants were awarded.

In FY 1988, 395 eligible applications were submitted, requesting a total of \$36,684,116; fewer than half of the applicants (173) were recommended for

awards from the \$13,787,000 appropriation. Of these, 154 were administration grants totaling \$11,721,488; 8 were demonstration grants, totaling \$764,760; and 11 were training grants, totaling \$1,300,752. Grants totaling \$3,033,140 were recommended for 45 private institutions; and grants, totaling \$137,870, were awarded to 2 nonprofit organizations (see table 1).

Table 1 shows that although estimated total funding and the number of institutions receiving funding remained almost constant between FY 1986 and FY 1988, the distribution of grants changed. In particular, 4-year public institutions, which had received 26 percent of the grant monies in FY 1986, are estimated to receive about 40 percent in 1988. The funds for 4-year private institutions are estimated to drop from 31 percent in 1986 to 21 percent in 1988.

Table 1

DISTRIBUTION OF AWARDS FOR COOPERATIVE EDUCATION PROGRAM
BY TYPE AND CONTROL,
FISCAL YEARS 1986-1988

Type and Control	1986			1987			1988		
	No.	Amount (000s)	%	No.	Amount (000s)	%	No.	Amount (000s)	%
Public									
2-year	67	\$5,542	41	64	\$5,014	35	62	5,101	37
4-year	43	4,598	26	60	5,389	37	64	5,515	40
Private									
2-year	1	48	1	2	115	1	2	138	1
4-year	51	3,384	31	50	3,551	25	43	2,895	21
Public and private organizations	2	200	1	3	327	2	2	138	1
Total	164	\$13,772	100%	179	\$14,396	100%	173	13,787	100%

Table 2 shows that the average size of awards for 4-year public institutions may decrease from \$106,925 in FY 1986 to \$86,169 in FY 1988, and for 4-year private institutions may increase from \$66,357 to \$67,332.

Table 2

AVERAGE AWARDS FOR THE COOPERATIVE EDUCATION PROGRAM
BY TYPE OF INSTITUTION, FISCAL YEARS 1986-1988

Type and Control	1986	1987	1988
Public			
2-year	\$ 82,271	\$78,338	\$82,277
4-year	106,925	89,826	86,169
Private			
2-year	48,000	57,778	68,935
4-year	66,357	71,017	67,332

Average awards to institutions classified by race and ethnicity also changed over the 3-year period (Tables 3 and 4), but no pattern is apparent.

Table 3
DISTRIBUTION OF AWARDS FOR COOPERATIVE EDUCATION PROGRAM
BY RACE/ETHNICITY,
FISCAL YEARS 1986-1988

Race/Ethnicity	1986			1987			1988		
	No.	Amount	%	No.	Amount	%	No.	Amount	%
Historically black	6	\$723,000	5	7	\$575,000	4	7	600,000	4
Predominantly black	4	363,000	3	5	562,000	4	3	242,000	2
American Indian	1	40,000	0	2	93,000	1	1	75,000	1
Asian/Pacific Islander	2	87,000	1	1	50,000	0	2	101,000	1
Hispanic	1	42,000	0	1	31,000	0	2	85,000	1
White	150	12,517,000	91	163	13,085,000	91	158	12,684,000	92
Total	164	\$13,772,000	100%	179	\$14,396,000	100%	173	\$13,787,000	101% 1/

1. Column does not add to 100 percent because of rounding.

Table 4

AVERAGE AWARDS FOR COOPERATIVE EDUCATION PROGRAMS
TO SELECTED INSTITUTIONS SERVING MINORITY STUDENTS,
FISCAL YEARS 1986-1988

	1986	1987	1988
Historically black	\$120,511	\$ 82,197	\$85,680
Predominantly black	90,855	112,444	80,663
American Indian	39,971	46,495	75,200
Asian or Pacific Islander	43,400	49,896	50,340
Hispanic	41,600	31,300	42,300

Services

Program funds are used by institutions of higher education to pay for the costs of administering cooperative education projects. Funds help pay for salaries of co-op staff and faculty, travel costs related to co-op, and other direct costs needed to administer the projects. Funds are also awarded to institutions of higher education and public and private nonprofit organizations to conduct training in the field of cooperative education for college and university personnel and for private sector employers who wish to hire co-op students and to conduct research in cooperative education.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Elizabeth Slany, (202) 732-4861

Program Studies : Frank Forman, (202) 732-3682

COLLEGE FACILITIES LOAN PROGRAM
(CFDA No. 84.142)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VII, Part F, as amended by P.L. 99-498 (20 U.S.C. 1132g) (expires September 30, 1991).

Purpose: To provide assistance to undergraduate postsecondary educational institutions through direct loans in support of new construction, reconstruction, or renovation of student and faculty housing, undergraduate academic facilities, and other educational facilities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Budget Authority</u>
1973	\$12,395,000	1981-86	\$ 0
1975	14,758,000	1987	60,000,000
1980	13,645,000	1988	62,231,000

To carry out the recent statutory provisions governing the financing of new and old loans under Title VII, Part F, of the Higher Education Act, two budget accounts have been established in the Treasury:

1. The College Housing Loans account, to finance activities related to the management of loans made prior to 1987 (under Title IV of the Housing Act of 1950) and
2. The College Housing and Academic Facilities Loans account, to finance loans made after 1986 (under Title VII, Part F, requirements).
3. Rationale: Because the 1986 statutory amendments changed the terms under which the Department of Education acquires capital for new loans, separate accounts were established to ensure compliance with the new financial requirements of the law. Before 1987 new loans were financed through repayments from outstanding loans and the sale of securities through GNMA. Since 1987, the Department has financed new loans by borrowing from the Treasury.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The Department has exceeded a regulatory 10 percent set-aside for historically black colleges and universities each year that it has administered this program.

Services

The College Facilities Loan Program assists institutions of higher education and eligible college housing agencies with direct, low-interest construction loans. Loan capital is made available through a revolving fund financed with U.S. Treasury borrowings and proceeds from the sale of public securities (investor participations in the existing college housing loan portfolio) marketed through the Government National Mortgage Association (GNMA).

In each of fiscal years 1984 and 1985, \$40 million was made available for new loans; in FY 1986, \$57.4 million was committed; and in FY 1987, \$60 million was committed.

Table 1 shows the distribution of loans for these years by purpose and amount. Loans are financed from the program's revolving fund and require no appropriation of capital.

Improvement Strategies

The Department uses engineers under an interagency agreement with the Department of Health and Human Services to review and monitor projects to ensure project feasibility and compliance with architectural, engineering, and other building design requirements.

The Department of Education continued to tighten its credit management in the following ways:

- o By taking steps to ensure the financial soundness of new loans, using such resources as delinquency listings, financial status reports, and regulatory provisions;
- o By implementing an inventory of all closed projects to ensure prompt and proper billing by the Federal Reserve Bank, canceling inactive loans, and enforcing the policy requiring institutions to begin construction within 18 months of loan reservation;
- o By continuing a procedure to ensure prompt delivery of notes and bonds to the Federal Reserve Bank; and
- o By conducting more in-depth credit reviews and imposing special conditions when in loan agreements when necessary.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Sumner M. Bravman, (202) 732-4394

Program Studies : Frank Forman, (202) 732-3682

Table 1
LOAN COMMITMENTS, FISCAL YEARS 1985-1988

Type of Award	Year of Commitment							
	1984		1985		1986		1987	
	Number	Amount	Number	Amount	Number	Amount	Number	Amount
Housing construction	11	\$30,000,000	10	\$30,413,000	14	\$43,791,000	11	\$29,000,000
Energy construction	18	10,000,000	26	9,587,000	21	13,629,000	0	0
Academic facilities 1/	0	0	0	0	0	0	14	\$31,000,000
Total	29	\$40,000,000	26	\$40,000,000	NA	\$57,420,000	25	\$60,000,000

Source: Program files.

1. Because of a change in the authorizing legislation enacted in the Higher Education Amendments of 1986, loans are now made for the construction, reconstruction, and renovation of undergraduate academic facilities as well as for college housing.

ANNUAL INTEREST SUBSIDY GRANTS
(CFDA No. 84.001)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VII, Part D, Section 741 (20 U.S.C. 1132e) (expires September 30, 1991).

Purpose: To reduce the cost of private financing for construction, reconstruction, and renovation of academic facilities by paying annual interest subsidy grants over the life of loans obtained from commercial lenders. Program appropriations are requested in the amount needed to pay these subsidies, which are intended to bring the interest rate on loans to educational institutions down to 3 or 4 percent.

Institutions of higher education and agencies empowered by a State to issue bonds on behalf of private institutions of higher education are eligible.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$ 3,920,000	1983	\$25,000,000
1970	11,750,000	1984	24,500,000
1975	0	1985	18,775,000
1980	29,000,000	1986	22,490,000
1981	26,000,000	1987	23,000,000
1982	25,500,000	1988	21,878,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

From FY 1970 through FY 1973, 711 privately secured loans valued at about \$1.4 billion in principal amount were approved for Federal interest subsidies. The subsidy payments totaled about \$360 million through FY 1988. At the end of that year, 569 of these loans remained in active status. Outstanding loan volume under subsidy, as well as the average interest subsidy grant, will decline slightly in FY 1989.

TABLE 1
ANNUAL INTEREST SUBSIDY GRANTS
FISCAL YEARS 1986 TO 1989

	FY 1986	FY 1987	FY 1988	FY 1989
Total number of loans approved for subsidy, active, and in-pay status	609	601	585	569
Total number of loans paid off, withdrawn, or otherwise terminated during year	8	16	16	10
Average amount of interest subsidy grant	\$30,500	\$38,479	\$38,564	\$39,487
Total outstanding volume of loans for which interest subsidies are paid	\$1,150,000,000	\$1,117,000,000	\$1,080,000,000	\$1,040,000,000

SOURCE: Program Files.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Sumner M. Bravman, (202) 732-4394

Program Studies : Frank Forman, (202) 732-3682

SCHOOL, COLLEGE, AND UNIVERSITY
PARTNERSHIPS PROGRAM
(CFDA No. 84.204)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title V, Part B, as amended by P.L. 99-498, Sec. 501(a) (20 U.S.C. 1105-1105c) (expires September 30, 1991).

Purpose: To encourage partnerships between institutions of higher education and secondary schools serving low-income students for the purpose of supporting programs that improve the academic skills of public and private nonprofit secondary school students, increase their opportunity to continue education after secondary school, and improve their prospects for employment after secondary school.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1988	\$2,394,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

This year, the first year of program operations, it is estimated that 3,500 students will be served in two program areas; seven awards were made under the competitive grant competition, and two awards were made under the community pilot projects program.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: May Weaver, (202) 732-4804

Program Studies : Gregory Menschel, (202) 732-3682

JACOB K. JAVITS FELLOWS PROGRAM
(CFDA No. 84.170)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part C, as amended by P.L. 99-498 (20 U.S.C. 1134h-1134k) (expires September 30, 1991).

Purpose: To assist graduate students pursuing doctoral degrees in selected fields in the arts, humanities, and social sciences. Fellowships are awarded on the basis of merit. A fellow receives a stipend calculated on the basis of financial need, and a payment for tuition is made to the fellow's institution of higher education. Fellowships are distributed among currently entering graduate students and currently enrolled graduate students with 20 or fewer credit hours at the time of application.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1985	\$2,500,000
1986	\$2,393,000
1987	\$4,700,000
1988	\$6,702,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The Jacob K. Javits Fellows Program, to date, has awarded 503 fellowships to graduate students in the arts, humanities, and social sciences. The maximum award is \$10,000 for stipend and \$6,000 for tuition. Participating institutions accept the \$6,000 as payment in full for tuition. However, because the stipend amount is need-based, the average award--\$14,450--is less than the maximum amount of \$16,000.

According to the guidelines of the Jacob K. Javits Fellows Program Fellowship Board, the awards are to be distributed as follows:

- o At least 20 percent in the arts,
- o At least 30 percent in the social sciences, and
- o A maximum of 50 percent in the humanities.

Among the recipients of awards to date, approximately 60 percent have been men and 40 percent women. Data on distribution by race are not collected.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen P. Cissell, (202) 732-4415

Program Studies : Frank Forman, (202) 732-3682

PAUL DOUGLAS TEACHER SCHOLARSHIP PROGRAM
(CFDA No. 84.176)

I. PROGRAM PROFILE

Legislation: Higher Education Act of 1965 (HEA), Title V, Part D, Subpart 1, as amended by P.L. 98-558, P.L. 99-498, and P.L. 100-50 (20 U.S.C. 1111d to 1111h) (expires September 30, 1991).

Purpose: To encourage and enable outstanding high school graduates to pursue teaching careers at the preschool, elementary school, or secondary school level.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1986	\$ 9,570,000
1987	15,500,000
1988	14,840,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

During the 1987-88 award year (FY 1986) 1,694 students received an average award of \$4,098.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

The Office of Student Financial Assistance (OSFA) has issued a performance report for the 1986-87 academic year based on annual reports from participating State agencies. Data from annual reports are being used to build a data base. OSFA is performing analyses of the program using this new data base.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Fred Sellers, (202) 732-4507

Program Studies : Gregory Henschel, (202) 732-3682

ROBERT C. BYRD HONORS SCHOLARSHIP PROGRAM
(CFDA No. 84.185)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part A, Subpart 6, as amended by P.L. 98-558, P.L. 99-145, and P.L. 99-498 (20 U.S.C. 1070d-31 et seq.) (expires September 30, 1991).

Purpose: To promote student excellence and achievement and to recognize exceptionally able students who show promise of continued excellence. The \$1,500 scholarships are awarded on the basis of merit for the first year of study at an institution of higher education and are not renewable. Byrd Scholarships were awarded for the first time in the spring of 1987, for study in the 1987-88 academic year.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$8,000,000
1988	\$7,659,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

To be eligible for a scholarship, the applicant must be a graduate of a public or private secondary school or have the equivalent of a certificate of graduation and must have been admitted for enrollment at an institution of higher education.

Byrd scholars are selected on the basis of demonstrated academic achievement and promise of continued academic achievement. They are also selected without regard to which institutions of higher education they plan to attend.

A total of 4,259 scholarships was awarded in FY 1987.

Program Administration

The Byrd Program is administered by each State education agency, which establishes specific scholar selection criteria in consultation with school boards, teachers, counselors, and parents. All 50 States, the District of Columbia, and Puerto Rico are eligible to participate in the program.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Fred Sellers, (202) 732-4507

Program Studies : Frank Forman, (202) 732-3682

MINORITY PARTICIPATION IN GRADUATE EDUCATION
(CFDA No. 84.202)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part A, Sections 901-903, as amended by P.L. 99-498 (U.S.C. 1134-1134b) (expires September 30, 1991).

Purpose: To enable institutions of higher education to make fellowship aid available to talented undergraduate students from minority groups underrepresented in graduate education, in order to provide such students with an opportunity to participate in a program of research and scholarly activities designed to prepare the students for graduate study.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1988	\$3,351,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Program Administration

Thirty-nine projects were awarded during FY 1988, the first year of the program's operation.

III. SOURCES OF INFORMATION

Program Files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Walter Lewis, (202) 732-4393

Program Studies : Frank Forman, (202) 732-3682

GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED
(CFDA No. 84.202)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part D, as amended by P.L. 99-498 (20 U.S.C. 11341-1134q) (expires September 30, 1991).

Purpose: To sustain and enhance the capacity for teaching and research in areas of national need by providing, through academic departments and programs of institutions of higher education, fellowships to assist graduate students of superior ability who have financial need. Institutions must match Federal funds with a 25 percent contribution. Fellowships include a stipend that may not exceed \$10,000 per calendar year, and an amount to the institution to cover tuition, fees, and other educational costs.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1988	\$7,659,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1988, the Department of Education determined that the areas of national need were chemistry, engineering, mathematics, and physics. Forty-two institutional awards were made in these fields (11 in chemistry, 10 in engineering, 11 in mathematics, and 10 in physics). The areas of national need have yet to be determined for FY 1989.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen P. Cissell, (202) 732-4415

Program Studies : Frank Forman, (202) 732-3682

INCOME-CONTINGENT LOAN DEMONSTRATION PROGRAM
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV-D, as amended by P.L. 99-498 (20 U.S.C. 1087a-1087e) (expires September 30, 1991).

Purpose: To demonstrate how a student loan program can use an income-contingent repayment plan.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$5,000,000
1988	4,308,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

During FY 1987, the Department of Education implemented the Income-Contingent Loan (ICL) Demonstration Program by allocating appropriated funds to 10 participating institutions.

The institutions participating in the demonstration program and their first-year allocations were as follows:

<u>Institution</u>	<u>Award Amount, FY 1987</u>
Abraham Baldwin Agricultural College	\$ 100,000
Brown University	500,000
Hampton University	100,000
Loyola University of Chicago	750,000
Marquette University	900,000
Metropolitan State College	314,679
Rochester Institute of Technology	1,000,000
Rutgers University	900,000
University of Missouri at Rolla	335,321
Wheeling College	100,000

In FY 1988, 4,495 undergraduate students were offered ICLs; of these, 2,146 students, 48 percent, accepted. A total of \$4.7 million in ICLs was disbursed and \$943,000 was unexpended as of June 30, 1988. The average amount of an ICL was \$2,190.

Program Administration

During FY 1988, the Department of Education continued to provide administrative support to the ICL Demonstration Program participants. Participants were kept informed of policy decisions and were given the opportunity to ask consult Department officials through conference calls. Program software that allows student financial aid officers to calculate several alternative repayment schedules for borrowers, different starting salaries and interest rate assumptions, was developed and distributed to participants.

Outcomes

The demonstration program began awarding ICLs in August 1987. An examination of first-year borrowers (IV.) will be available by Spring 1989.

III. SOURCES OF INFORMATION

"ICL Demonstration Project Flash Report" (Washington, DC: Pelavin Associates, Inc., May 1987).

IV. PLANNED STUDIES

Formative and multiyear evaluations of the ICL Demonstration Program are being conducted. The formative evaluation will study how the 10 ICL institutions established their projects and disbursed the funds. The long-term longitudinal evaluation will track a sample of borrowers after they have left their institutions. Data will be collected and analyzed on the occupational and financial characteristics of this group of borrowers and their relative capacity to repay income-contingent loans.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation: Carney McCullough, (202) 732-4888

Program Studies : Dan Morrissey, (202) 732-3682

HOWARD UNIVERSITY
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: The Act of March 2, 1867 (codified throughout 20 U.S.C. 120 to 130) (no expiration date), Howard University Endowment Act P.L. 98-480 (20 U.S.C. 130aa et seq.) (expired FY 1987).

Purpose: To aid in the construction, development, improvement, endowment, and maintenance of Howard University.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1879	\$ 10,000	1950	\$ 4,262,000
1880	10,000	1955	5,082,000
1885	24,500	1960	7,148,000
1890	29,200	1965	13,902,000
1895	29,500	1970	59,964,000
1900	35,100	1975	81,700,000
1905	47,600	1980	121,893,000
1910	104,735	1981	133,983,000
1915	101,000	1982	145,200,000
1920	243,000	1983	145,200,000
1925	591,000	1984	156,200,000
1930	1,249,000	1985	158,230,000
1935	665,241	1986	164,230,000
1940	754,160	1987	170,230,000
1945	1,280,575	1988	172,203,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Howard University, located in Washington, DC, has 18 schools and colleges. It maintains a comprehensive program in undergraduate liberal arts instruction and offers undergraduate professional, graduate, and graduate professional programs. Howard University offers the master's degree in more than 85 areas and the Ph.D. degree in 24 fields.

To support its academic programs, the university provides library services, administrative support, and research opportunities for over 13,500 enrolled students annually. These programs and services support the goal of expanding the opportunities of the university's graduates, particularly minorities, in fields where they are still underrepresented.

Services

Federal funding includes support for the university's academic program, endowment, research, and hospital, as authorized under the act of March 2, 1867 (see Table 1). Academic support increased almost 13 percent between FY 1985 and FY 1988. Academic support in FY 1988 was the highest appropriation and appropriation per student for the 4 years from FY 1985 to FY 1988. The Federal appropriation now provides about 65 percent of Howard University's academic budget (see Table 2).

In FY 1977, an agreement was reached between Howard University and the Department of Health, Education, and Welfare to hold hospital funding constant pursuant to the provision of the law transferring Freedman's Hospital to Howard University: "It is hereby declared to be the policy of the Congress that, to the extent consistent with good medical teaching practice, the Howard University Hospital facilities shall become progressively more self-supporting." From FY 1985 to FY 1987, the hospital was funded at the same level; funding was decreased slightly in FY 1988. Federal funding, however, continues to account for about 16 percent of the hospital's revenue.

TABLE 1
APPROPRIATIONS BY FUNDING CATEGORY, FISCAL YEARS 1985 to 1988

	FY 1985	FY 1986	FY 1987	FY 1988
Academic program	\$129,124,000	\$135,124,000	\$141,124,000	\$145,752,000
Endowment grant	2,000,000	2,000,000	2,000,000	500,000
Research	5,000,000	5,000,000	5,000,000	4,787,000
University hospital	<u>22,106,000</u>	<u>22,106,000</u>	<u>22,106,000</u>	<u>21,164,000</u>
Total	\$158,230,000	\$164,230,000	\$170,230,000	\$172,203,000

SOURCE: Program files.

TABLE 2

SELECTED STATISTICS FOR HOWARD UNIVERSITY, FISCAL YEARS 1985 to 1988

	FY 1985	FY 1986	FY 1987	FY 1988
Total number of students	12,593	13,403	13,757	13,757
Academic appropriation per student	\$10,254	\$10,082	\$10,258	\$10,595
Percentage of academic support from Federal appropriation	57%	60%	64%	65%
Percentage of support for hospital from Federal appropriation	15%	17%	16%	16%

SOURCE: Program files.

Outcomes

Howard University has produced more than half of the minority physicians and dentists in this country. The university continues to be a major national resource for minority students in communications, business, public administration, engineering, architecture, law, and many other academic disciplines. Howard University has developed its School of Continuing Education, offering programs and courses leading to degrees, professional development, and personal enrichment. The School will pursue nontraditional modes and methodologies of teaching and learning, drawing upon the newly developed technology in telecommunications. The demand by private firms for Howard University's graduates is such that the university's placement service has been unable for the past 8 years to accommodate all the private firms that wish to recruit graduates.

III. SOURCES OF INFORMATION

1. Budget documents.
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Claude Kinard, (202) 732-3551

Program Studies : Tyndall Greene, (202) 732-3682

DRUG PREVENTION PROGRAMS IN
HIGHER EDUCATION
(CFDA No. 84.183)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part C, Section 5131 (A) and (D), Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3211) (expires September 30, 1993).

Purpose: To encourage the development, implementation, operation, and improvement of drug education and prevention programs for students in institutions of higher education, the Drug Prevention Programs in Higher Education (DPPHE) provides grants to postsecondary institutions through the Institution-Wide and Special Focus Programs.

- o The Institution-Wide Program supports a wide variety of drug prevention efforts directed at comprehensive and institution-wide involvement and change. Funding is targeted toward campus programs that have a substantial institutional commitment and are likely to continue beyond the period of Federal support.
- o The Special Focus Programs support activities designed to increase or facilitate the success of comprehensive drug prevention programs that are not likely to be the focus of an Institution-Wide program. The two Special Focus Programs first funded in FY 1988 are as follows:
 1. The National College Student Organizational Network Program supports the development and implementation of drug prevention programs conducted in conjunction with national student organizations or groups or networks of such organizations that wish to pursue drug abuse education and prevention as their mission or their principal service activity.
 2. The Approaches to Accountability in Prevention Program supports the formulation of promising new approaches to institutional leadership and individual responsibility related to drug abuse education and prevention in higher education.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$7,780,000
1988	9,643,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Only institutions of higher education (as defined by the Elementary and Secondary Education Act of 1965, as amended) are eligible for grants under the statute. College students are the target population.

Services

Table 1 displays the number of awards granted in FY 1987 and FY 1988. All 101 grants awarded during FY 1988 were made to institutions of higher education or consortia thereof. The 101 new programs brought the total active grants during FY 1988 to 193.

TABLE 1
DRUG PREVENTION PROGRAMS IN HIGHER EDUCATION AWARDS,
FY 1987 and FY 1988

	FY 1987	FY 1988
Institution-Wide Program		
Number of awards	92	95
Average award	\$82,919	\$97,369
Length of award	2 years	2 years
National College Student Organizational Network		
Number of awards	NA	2
Average award	NA	\$166,750
Length of award	NA	2 years
Approaches to Accountability in Prevention		
Number of awards	NA	4
Average award	NA	\$14,897
Length of award	NA	1 year

Source: DPPHE program files.

Program Administration

The Fund for the Improvement of Postsecondary Education (FIPSE) is responsible for administering DPPHE.

Outcomes

The DPPHE is only in its second year of 2-year awards so none of the grants has yet been completed. An evaluation of outcomes is required, however, of all grantees as part of their final report. Evidence thus far shows that many of the grantees are in the process of developing, or have already completed, formal institutional policies against drug use. Unpublished preliminary findings reported by the DPPHE Program Office indicate that these new, stronger, and clearer policies and their enforcement have already had positive effects on students.

Improvement Strategies

Recommendations from the program's grantees are analyzed twice each year to seek improvements in the ongoing programs and to design new programs to further DPPHE goals.

III. SOURCES OF INFORMATION

1. DPPHE program files.
2. Unpublished preliminary findings reported by DPPHE Program Office.

IV. PLANNED STUDIES

Analyses of final reports are planned for FY 1989, when the first of the final reports is due.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Dr. Ronald Bucknam, (202) 732-5750

Program Studies : Tyndall Greene, (202) 732-3682

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

TERRITORIAL TEACHER TRAINING ASSISTANCE PROGRAM
PROJECT GRANTS TO TERRITORIAL JURISDICTIONS
(CFDA No. 84.124)

I. PROGRAM PROFILE

Legislation: Education Amendments of 1978, Title IX, Part C, Section 1525, P.L. 95-561 (20 U.S.C. 3142), as reauthorized by the Education Amendments of 1984, P.L. 98-511 and P.L. 100-297 (expires September 30, 1993).

Purposes: To provide assistance for teacher training in schools in Guam, American Samoa, the Commonwealth for the Northern Mariana Islands, the Virgin Islands, and, on a transitional basis, the entities of the former Trust Territory of the Pacific Islands. Grants are awarded to State education agencies (SEAs) in each territory.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1980	\$ 2,000,000	1985	\$ 2,000,000
1981	1,800,000	1986	1,913,000
1982	960,000	1987	2,000,000
1983	960,000	1988	1,915,000
1984	1,000,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

During FY 1988, training activities were focused on the needs of teachers lacking a bachelors degree and/or full certification. Participating jurisdictions levels (all but the Marshall Islands, which elected not to participate in FY 1988) have reported the following numbers of teachers who made progress toward their degree or certification through completion of training offered in FY 1988:

American Samoa:	520
Federal States of Micronesia:	570
Guam:	95
Northern Marianas:	200
Palau:	170
Virgin Islands:	490

Outcomes

Information on newly acquired degrees and/or certification is not yet available.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

In September 1988 a contract was awarded for a nine-month evaluation of the program. The primary focus of this evaluation will be on the cumulative effects of teacher training activities funded by grants over the period FY 1980 through FY 1987. The study will also assess barriers to participation in sponsored training, the availability of measures of unmet needs for training, and participation of teachers employed by nonprofit private schools. Site visits will be made to each of the territorial jurisdictions.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Haroldie Spriggs, (202) 732-4351

Program studies : Rob Barnes, (202) 732-3630

PUBLIC LIBRARY SERVICES--GRANTS TO STATE
LIBRARY AGENCIES (CFDA No. 84.034)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title I, P.L. 91-600, as amended (20 U.S.C. 351 et seq.) (expires September 30, 1989).

Purposes: To establish, extend, and improve public library services to areas and populations that lack these services or have inadequate services; to make public library services accessible to persons who, by reason of distance, residence, disability, age, literacy level, limited English-speaking proficiency, or other disadvantage, are unable to benefit from regularly available public library services; to help libraries serve as community information referral centers; to strengthen the capacity of the State libraries to meet the library needs of the people of the State; to support and expand the services of major urban resource libraries and metropolitan libraries that serve as national or regional resource centers; and to strengthen the capacity of libraries to keep pace with rapidly changing information technologies.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1957	\$ 2,050,000	1982	\$60,000,000
1960	7,500,000	1983	60,000,000
1965	25,000,000	1984	65,000,000
1970	29,750,000	1985	75,000,000 1/
1975	49,155,000	1986	71,774,000 1/
1980	62,500,000	1987	80,000,000 1/
1981	62,500,000	1988	78,986,000 1/

1. Under P.L. 98-480, the Library Services and Construction Act Amendments of 1984, 1.5 percent of the amount appropriated for Titles I, II, and III is used for grants to Indian tribes and 0.5 percent is used for grants to Hawaiian natives, under Title IV (Library Services for Indian Tribes and Hawaiian Natives) (see Chapter 609 of this AER).

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

The annual reports from the States for 1987 show an array of projects (over 3,000) conducted by States and local public libraries. Projects included statewide summer reading programs; homework centers established to assist elementary and secondary school students after school hours; the use of technology to provide services for blind, disabled, and elderly persons; the development of cooperative collection development policies at the State or local level; literacy programs for adults and school dropouts; and activities for the elderly, including large-print books, library services to retirement homes, bookmobiles, and books-by-mail services.

Outcomes

The 1981 evaluation by Applied Management Sciences, Inc. (III 1.), showed that 94 percent of the Nation's public libraries attributed at least one new library activity or change in service to funding from Title I.

Recent State annual reports indicate that 55 percent of the Title I funds are used to improve public library services to the targeted population groups. The remaining 45 percent is used for general public library support.

Improvement Strategies

In FY 1988, the Department worked with State Library Administrative Agencies--

- o To ensure that priority would be given to improve access to public library resources and services for the least-served populations of the State including persons with limited English-speaking proficiency, and disabling conditions, and for programs and projects in urban and rural areas;
- o To provide library services for the elderly;
- o To provide projects that are designed to combat illiteracy; and
- o To increase library services and access to these services through the effective use of technology.

III. SOURCES OF INFORMATION

1. An Evaluation of Title I of the Library Services and Construction Act. (Silver Spring, MD: Applied Management Sciences, Inc., January 1981).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Robert Klassen, (202) 357-6303

Program Studies : Arthur Kirschenbaum, (202) 732-3630

INTERLIBRARY COOPERATION AND RESOURCE SHARING--GRANTS TO
STATE LIBRARY AGENCIES (CFDA No. 84.035)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title III, P.L. 91-600, as amended (20 U.S.C. 351 et seq.)(expires September 30, 1989).

Purposes: To establish, develop, operate, and expand local, regional, or interstate networks of libraries, including school libraries, academic libraries, public libraries, special libraries, and information centers. These networks are designed to coordinate library resources and to improve services to the Nation's citizens.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$ 375,000	1983	\$11,520,000
1970	2,281,000	1984	15,000,000
1975	2,594,000	1985	18,000,000 1/
1980	5,000,000	1986	17,226,000 1/
1981	12,000,000	1987	18,000,000 1/
1982	11,520,000	1988	18,669,000 1/

1. Under P.L. 98-480, the Library Services and Construction Act Amendments of 1984, 1.5 percent of the amount appropriated for Titles I, II, and III is used for grants to Indian tribes and 0.5 percent is used for grants to Hawaiian natives, under Title IV (Library Services for Indian Tribes and Hawaiian Natives)(see Chapter 609 of this AER).

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

Recent State library annual reports show that State and local libraries used Title III funds to promote the sharing of library materials among libraries. In addition, many regional, statewide, and local library computer-based networks were partially supported to provide access to the nearly 2,700 commercial information data bases or, in many cases, to the holdings of many libraries in the region or State.

Outcomes

Because of the apparent cost-sharing benefits of these projects, 24 States are now providing special State aid to library systems consisting of different types of libraries and networks for improvement of access to information resources.

Improvement Strategies

In FY 1988, the Department worked with State libraries:

- o To encourage active interest in the benefits of networks for all types of libraries, particularly in small communities with inadequate collections; and
- o To monitor the initial statewide resource-sharing plans to see whether they address the issues of bibliographic access to computerized data bases and other communication systems for information exchange; to develop delivery systems for exchanging materials among libraries; to project computer and other technological needs for resource sharing; and to analyze and evaluate the State's library resource-sharing needs.

III. SOURCES OF INFORMATION

1. A Study of Library Cooperatives, Networks, and Demonstration Projects (Silver Spring, MD: Applied Management Sciences, March 1978).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Robert Klassen, (202) 357-6303

Program Studies : Arthur Kirschenbaum, (202) 732-3630

LIBRARY LITERACY PROGRAM--DISCRETIONARY GRANTS TO
STATE AND LOCAL PUBLIC LIBRARIES
(CFDA No. 84.167)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title VI, P.L. 98-480, as amended (20 U.S.C. 351 et seq.) (expires September 30, 1989).

Purpose: To provide grants to State and local public libraries for the support of literacy programs.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1986	\$4,785,000
1987	5,000,000
1988	4,787,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

State Library Administrative Agencies coordinate and plan literacy programs and arrange for the training of librarians and volunteers to carry out such programs. Local public libraries promote the use of the voluntary services of individuals, agencies, and organizations in providing literacy programs; and support the use of library facilities for literacy programs. In FY 1986 (the latest year for which data are available), this program trained 17,497 volunteers and 3,598 librarians.

Program Administration

Twenty-one grants were awarded FY 1988 to State public libraries to train librarians and volunteers in their States through workshops and seminars, to initiate and coordinate Statewide literacy programs, and to provide technical assistance to librarians in their States to conduct literacy projects.

A total of 203 grants were awarded to local public libraries to acquire literacy materials, to recruit and train volunteers to be tutors, and to promote their literacy projects to reach the illiterate population in their communities.

Improvement Strategies

Refinements and improvements continue to be made to the application review process. The program has made several improvements in its internal management, including building up a cadre of reviewers and development of two data bases. One is a data management system

established to expedite the selection and assembly of peer review teams; the other is a data collection system to analyze the program's final reports.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation: Frank A. Stevens, (202) 357-6315

Program Studies : Arthur Kirschenbaum, (202) 732-3630

LIBRARY CAREER TRAINING--DISCRETIONARY GRANTS TO
AND CONTRACTS WITH INSTITUTIONS OF HIGHER EDUCATION
AND LIBRARY ORGANIZATIONS OR AGENCIES (CFDA No. 84.036)

I. PROGRAM PROFILE

Legislation: The Higher Education Act (HEA) of 1965, Title II-B (Section 222), P.L. 89-329 as amended by the Education Amendments of 1980, P.L. 96-374 of 1981, and by P.L. 99-498 (20 U.S.C. 1021, 1022, and 1032) (expires September 30, 1991).

Purpose: To help institutions of higher education and library organizations and agencies train persons in the principles and practices of librarianship and information science, including new techniques of information transfer and communication technology.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1966	\$1,000,000	1983	\$640,000
1970	4,000,000	1984	640,000
1975	2,000,000	1985	640,000
1980	667,000	1986	612,000
1981	667,000	1987	659,000
1982	640,000	1988	410,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Targeted groups included (1) persons who need training in the new techniques of information acquisition, transfer, and communication technology, and in their planning, evaluation, and dissemination; (2) persons who need training in areas of library specialization where shortages exist, such as school media, children's services, young-adult services, science reference, and cataloging; and (3) persons who want to advance professionally in management or become library educators.

The two institutes funded in FY 1987 provided training in school librarianship for 20 classroom teachers and training in new technologies for 20 librarians employed in U.S. libraries having an East Asian emphasis.

Program Administration

The Department of Education's peer review initiative to use persons in the field to review and evaluate proposals was followed for the HEA Title II-B technical review. Eight groups of three persons each (including nonlibrarians) reviewed and evaluated 41 applications for fellowships from institutions of higher education and library organizations and agencies, and 23 applications for institutes from similar institutions and State departments of education.

Outcomes

A sample of the Performance Reports from FY 1986 fellowship grantees indicated their places of employment following graduation as follows:

Public libraries	39.4%
School libraries	30.3
Academic libraries	15.2
Special libraries	12.1
Library education	<u>3.0</u>
	100.0%

Between 1966 and 1988, fellowships for training in institutions of higher education were awarded, as follows: 1,081 at the doctoral level, 243 post-master's, 2,751 master's, 16 bachelor's, and 53 associate's. In addition, 77 training institutes were conducted during this period.

Improvement Strategies

For the FY 1989 Library Career Training Program, the Department will continue prior year priorities for meeting the more pressing needs for training in library and information science with the funds available. Continuing the same priorities will give the universities opportunity to focus their course work over a longer time period on specific areas for training.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Frank A. Stevens, (202) 357-6315

Program Studies : Arthur Kirschenbaum, (202) 732-3630

LIBRARY RESEARCH AND DEMONSTRATIONS--
DISCRETIONARY GRANTS TO AND CONTRACTS WITH
INSTITUTIONS OF HIGHER EDUCATION AND OTHER
ELIGIBLE AGENCIES, INSTITUTIONS, AND ORGANIZATIONS
(CFDA No. 84.039)

I. PROGRAM PROFILE

Legislation: The Higher Education Act (HEA) of 1965, Title II-B (Section 223), as amended by the Education Amendments of 1980, P.L. 96-374, Section 201, by the Omnibus Budget Reconciliation Act of 1981, and by P.L. 99-498 (20 U.S.C. 1021, 1022, and 1033) (expires September 30, 1991).

Purpose: To make grants to and contracts with institutions of higher education and other public and private agencies, institutions, and organizations for research or demonstration projects related to the improvement of libraries, training of librarians, and dissemination of information derived from such projects.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$3,550,000	1983	\$240,000
1970	2,171,000	1984	240,000
1975	1,000,000	1985	360,000
1980	333,000	1986	345,000
1981	250,000	1987	341,000
1982	240,000	1988	308,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

New projects were selected from among 49 proposals. Five new projects were funded for \$305,325. Four of the projects are research-based and one is a demonstration. These projects are as follows:

University of Alaska. The University of Alaska proposes to invite anthropologists, geographers, historians, and librarians to participate in studies of "People of the Circumpolar North." The Circumpolar North studies involve special circumstances not usually found in U.S. regional studies.

University of Chicago: The goal of the project is to extend work already in progress to develop and describe systematic techniques of literature exploration.

Rutgers University, School of Communication, Information, and Library Studies: The aim of the study at Rutgers is to provide guidelines and insight leading to the improvement of library on-line information services, by exploring the way librarians and users work with computerized information services.

Clarion State University: A majority of rural communities have no information/educational resource other than the public library. To enable rural public libraries to become more efficient in serving their constituencies, Clarion State will develop and disseminate training materials for the rural public librarian.

Indiana University Foundation: The project at Indiana proposes to document the effort that went into the development, evaluation, refinement, and dissemination of The Planning Process (a manual developed by the Public Library Association) and its second phase, The Public Library Development Project (begun in July 1987). In addition, it will explore the factors that tend to inhibit and those which facilitate the dissemination and use of administrative innovations among smaller public libraries. The study should provide insight into the ways in which information flows among members of the public library profession and suggestions concerning the techniques and channels that appear to be most productive for future diffusion projects.

Some projects begun in prior years were continued in FY 1988.

- o Issues in Library Research--Proposals for the Nineties was an 18-month project that identified and explored issues and areas expected to have the greatest effect on the provision of library and information services and contribute to building an ongoing research infrastructure.
- o Readers Are Leaders, a collaborative effort with the Center for the Book, Library of Congress, culminated in a one-day seminar for leaders of student councils in Northern Virginia, Montgomery and Prince George's Counties in Maryland, and the District of Columbia.
- o Libraries and Literacy Education, The University of Wisconsin--Madison was awarded a contract to update a 1979 study of library literacy programs. A new survey-based study was conducted to assess the current status of libraries in literacy education, to identify and describe at least six exemplary literacy programs, and to assess the application and effectiveness of new technology in literacy education services.
- o Facilitating Information Through Cognitive Models of the Search Process. Rutgers University School of Communication, Information, and Library Studies will complete this project in early FY 1989. It developed a model of the search process which it tested as an intervention method to help librarians identify users' information needs.

- o The Effectiveness of Libraries: The Public Library, Drexel University is attempting to define what constitutes good library service. This project provides for a survey of a broad sample of public libraries to answer such questions as, "What are the dimensions and measures of public library effectiveness?", "How do these dimensions and measures vary across groups, organizational domains, or library roles?"
- o The Evaluation of Adult Literacy Programs, The University of Wisconsin--Madison School of Library and Information Studies, in its "Libraries and Literacy Education" study, noted an absence of evaluation efforts in the library literacy projects studied. This absence will be remedied by developing an evaluation manual that will be field-tested, revised, and widely disseminated.

Improvement Strategies

The peer review process of this program, uses persons in the library field working at home, is intended to save money for the Government, and to provide wider involvement in the review by people interested in libraries.

III. SOURCES OF INFORMATION

Program files

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation: Frank A. Stevens, (202) 357-6315

Program Studies : Arthur Kirschenbaum, (202) 732-3630

STRENGTHENING RESEARCH LIBRARY RESOURCES--
DISCRETIONARY GRANTS TO MAJOR RESEARCH LIBRARIES
(CFDA No. 84.091)

I. PROGRAM PROFILE

Legislation: The Higher Education Act (HEA) of 1965, Title II-C, as amended by the Education Amendments of 1980, P.L. 96-374, Section 201, by the Omnibus Budget Reconciliation Act of 1981 and by P.L. 99-498 (20 U.S.C. 1021, 1022, 1041, and 1042) (expires September 30, 1991).

Purpose: To promote high-quality research and education throughout the United States by providing grants to help major research libraries maintain and strengthen their collections and make their holdings available to other libraries and to individual researchers and scholars outside their primary clientele.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1978	\$5,000,000	1984	\$6,000,000
1980	6,000,000	1985	6,000,000
1981	6,000,000	1986	5,742,000
1982	5,760,000	1987	6,000,000
1983	6,000,000	1988	5,744,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

This program targets and benefits scholars and users of research collections. Benefits are also extended to catalogers of research collections who may use the Anglo-American Cataloging Rules, 2d Edition (AACR²) standards to catalog records for entry into national data bases, eliminating unnecessary duplication of effort.

Thirty-nine projects benefiting 52 institutions were funded in FY 1988. Five of these were grants to continue activities of special importance to researchers and scholars that will result in improved access to materials needed by many potential users.

Thirty-seven of the 39 grantees chose bibliographic control as one area of project activity. They added new entries to national data bases, making additional research materials accessible to users.

Twenty-two grantees used Title II-C funds for advanced preservation techniques to make rare and unique materials more available.

Five institutions promoted cooperative activities by administering joint projects for 13 additional institutions.

One grantee acquired original copies and photocopies of Canadian documents on acid rain, cataloged items into a national data base, and distributed them in compact disc form to 42 land grant institutions.

Services

This program enables grantees to assist scholars and researchers throughout the nation by providing access to important research collections; preserving deteriorating original and other rare materials; acquiring distinctive, unique, and specialized materials; promoting cooperative activities among institutions with research libraries; and extending these benefits to as many institutions as possible, including previously unfunded institutions.

Improvement Strategies

The Higher Education Amendments of 1986 made a change by permitting institutions not qualifying as major research libraries to submit additional information or documents to support a claim to the national or international significance of a special collection held by the institution. This amendment provides an opportunity for smaller institutions to compete for funds on an equal basis with the large established research libraries. Decisions are made on the quality of the proposed projects and their effect on the research community.

Regulations for this program were revised and reformatted, appearing in final form in the Federal Register on May 13, 1988. These revised regulations incorporate the provisions of the program amendments of 1985 and 1986, thus bringing together all rules governing the operation of the program.

A special effort was made to improve technical assistance to grantees and applicants. Fiscal and program data prepared and published annually as a part of the program Abstracts brochure have been refined and widely disseminated. Extensive telephone contacts have assisted in the preparation of applications and the guidance of project directors through problem, administrative, and program areas. Site visits have helped smooth difficult administrative aspects of projects involving multiple institutions. Draft applications have been reviewed and suggestions given for improvement, and detailed critiques have been prepared for unsuccessful applicants.

III. SOURCES OF INFORMATION

1. Program files.
2. Abstracts of Funded Projects, published annually.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Frank Stevens, (202) 357-6315

Program Studies : Arthur Kirschenbaum, (202) 732-3630

PUBLIC LIBRARY CONSTRUCTION--GRANTS TO STATE LIBRARY AGENCIES
(CFDA No. 84.154)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title II, P.L. 91-600, as amended (20 U.S.C. 351 et seq.) (expires September 30, 1989).

Purpose: To provide Federal financial assistance to States for the construction of new public library buildings and for the acquisition, expansion, remodeling, and alteration of existing buildings; the acquisition of initial equipment for any buildings; or any combination of these activities (including architect's fees and the cost of acquisition of land).

Construction may include remodeling to meet standards under the Act of August 12, 1968, commonly known as the "Architectural Barriers Act of 1968," remodeling designed to conserve energy, renovation or remodeling to accommodate new technologies, and the purchase of existing historic buildings for conversion to public libraries. The term "equipment" includes machinery, utilities, built-in equipment, any necessary enclosures or structures to house this equipment; and all other items necessary for the functioning of a facility for the provision of public library services.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1965	\$30,000,000	1983	\$50,000,000 1/
1970	7,807,250	1984	0
1975	0	1985	25,000,000 2/, 3/
1980	0	1986	21,533,000 2/, 3/
1981	0	1987	22,500,000 2/, 3/
1982	0	1988	22,595,000 2/, 3/

1. The Emergency Jobs Act, P.L. 98-8, appropriated \$50 million in FY 1983 for public library construction to be administered under the authority of the Library Services and Construction Act, Title II, program for expenditure of funds for public library construction. The act placed no time limit on the expenditure of funds.

2. Under the Library Services and Construction Act Amendments of 1984, 1.5 percent of the amount appropriated for Titles I, II, and III is used for making grants to Indian tribes and 0.5 percent is used for making grants to Hawaiian natives under Title IV (Library Services for Indian Tribes and Hawaiian Natives)(see Chapter 609 of this AER).

3. There is no time limit for the expenditure of construction funds.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

Recent State library annual reports show that the Title II funds were expended at the local level as follows:

- o Remodeling primarily to conserve energy and to
accommodate the use of new technology 50 percent
- o Construction of new buildings 25 percent
- o Additions, acquisition costs, land purchases,
and architectural fees 25 percent

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Robert Klassen, (202) 357-6303

Program Studies : Arthur Kirschenbaum, (202) 732-3630

LIBRARY SERVICES FOR INDIAN TRIBES AND HAWAIIAN NATIVES--
BASIC AND SPECIAL PROJECTS DISCRETIONARY GRANTS
(CFDA No. 84.163)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title IV, P.L. 98-480, as amended (20 U.S.C. 351 et seq.)(expires September 30, 1989).

Purposes: (1) To promote the extension of public library services to Hawaiian natives, Indian tribes living on or near reservations, and Indian tribes in Oklahoma, California, and Alaska, (2) to encourage the establishment and expansion of tribal library programs, and (3) to promote the improvement of administration and implementation of library services for program recipients by providing funds to establish new programs and to support ongoing ones.

Funding History 1/

<u>Fiscal Year</u>	<u>Appropriation</u>
1985	\$2,360,000 2/
1986	2,211,000 3/
1987	2,410,000 4/
1988	2,405,000 5/

1. Under the Library Services and Construction Act Amendments of 1984, 1.5 percent of the appropriation for Title I, II, and III is set aside for Indian tribes, and 0.5 percent is set aside for Hawaiian natives.

2. \$1,770,000 for Indian tribes, \$590,000 for Hawaiian natives.

3. \$1,658,250 for Indian tribes, \$552,750 for Hawaiian natives.

4. \$1,807,500 for Indian tribes, \$602,500 for Hawaiian natives.

5. \$1,803,750 for Indian tribes, \$601,250 for Hawaiian natives.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

For Indian tribes, both the 175 Basic and the 17 Special Projects Grants support the following public library services: training or salaries of tribal library personnel; purchase of library materials; promotion of increased awareness of tribal library needs; support of special library services; and construction, renovation, or remodeling of library buildings.

Basic Grants

The majority of the 175 basic grant awards benefited 183 Indian tribes and Alaskan villages that chose to purchase library materials and to pay the salaries of tribal library personnel.

Special Projects Grants

Four of 17 Indian tribes receiving Special Projects Grants will build new library facilities. The remaining Special Projects grantees will build additions to existing facilities, pay for salaries and training of tribal members as library personnel, and strengthen their tribal collections.

Special Projects Grants are available only to Indian tribes that have received a Basic Grant. Hawaiian natives request all available funds under the Basic Grant program and do not participate in the Special Projects program.

One Basic Grant of \$601,250 was made to the Hawaiian native organization recognized by the Governor of Hawaii. This single grant will serve the needs of Hawaiian natives by supporting 14 projects that improve development of outreach programs, increase access, enhance evaluation, strengthen Hawaiian and Pacific library collections, and provide employment training for Hawaiian natives in library and information services.

Improvement Strategies

Plans to improve program administration include increasing the number of qualified potential field readers, publishing the program abstracts earlier, increasing dissemination of program achievements, and increasing the monitoring of projects.

III. SOURCES OF INFORMATION

1. Program files.
2. Program abstracts.

IV. PLANNED STUDIES

An analysis of the accomplishments of the Special Projects Grantees is scheduled for completion by February 1989, and for release by June 1989.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Frank A. Stevens, (202) 357-6315

Program Studies : Arthur Kirschenbaum, (202) 732-3630

SECRETARY'S DISCRETIONARY PROGRAM--
DISCRETIONARY ACTIVITIES TO IMPROVE ELEMENTARY AND SECONDARY EDUCATION
SECRETARY'S SPECIAL INITIATIVES
(CFDA No. 84.122)

I. PROGRAM PROFILE

Legislation: Education Consolidation and Improvement Act (ECIA) of 1981, P.L. 97-35, (20 U.S.C. 3851) (expired September 30, 1988).^{1/}

Purpose: To support projects designed to meet the special educational needs of educationally deprived children or to improve elementary and secondary education consistent with the purposes of the ECIA.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1983	\$7,040,000	1986	\$2,918,000
1984	6,290,000	1987	1,500,000
1985	6,052,000	1988	4,691,000 ^{2/}

- Chapter 2 of ECIA, of which this program was a part, was reauthorized by the Augustus F. Hawkins-Robert T. Stafford Amendments of 1988 as Chapter 2 of the Elementary and Secondary Education Act of 1965. However, the provisions that authorized the activities described were not renewed.
- Includes \$383,000 earmarked in the appropriation bill for National School Volunteer Programs.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

The Secretary of Education used about \$260,000 to fund a variety of unsolicited grant applications. The funded projects deal with issues in school reform, the improvement of educational opportunities for disadvantaged students, and the dissemination of proven education practices. Funds also supported activities such as the Presidential Scholars Program, the Secondary School Recognition Program, and a grant competition for National School Volunteer Programs. Using these monies, the Department also supported a major initiative in early childhood education, funding studies on licensed day care, transition programs, and parent involvement, and a national conference on Early Childhood Education and Child Care.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Daniel Schecter, (202) 732-3566

Program Studies : Barbara Coates, (202) 732-1958

EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS--
NATIONAL DIFFUSION NETWORK
(CFDA No. 84.073)

I. PROGRAM PROFILE

Legislation: Education Consolidation and Improvement Act (ECIA) of 1981, Section 583(c) as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title I, Chapter 1 (20 U.S.C. 2962) (expires September 30, 1993).

Purpose: To promote and accelerate the systematic, rapid national dissemination and adoption by public and nonpublic educational institutions of effective education practices, products, programs, and processes developed by local school districts, colleges and universities, and other public or private nonprofit organizations, agencies, or institutions.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1974	\$ 9,100,000	1984	\$10,000,000
1975	8,400,000	1985	10,700,000
1980	10,000,000	1986	10,237,927
1981	8,750,000	1987	10,700,000
1982	8,800,000	1988	10,244,000
1983	10,000,000		

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The National Diffusion Network (NDN) is designed to serve all schools in the Nation. NDN programs have been adopted by schools of every type--rural, urban, and suburban--and for many target populations, including students with disabilities, students that are socioeconomically disadvantaged, students with limited English-speaking proficiency, migrant students, and functionally illiterate adults (III.1).

During the 1986-87 school year, 22,025 schools adopted NDN programs, 5,763 administrators and 60,029 teachers were trained, and approximately 2,695,000 students participated in programs (III.1).

Services

The NDN currently funds programs in reading, writing, health, history and civics, math, the humanities, science, special education, gifted and talented education, adult literacy, and projects to improve teaching and the quality of instruction. In addition, all States, the District of Columbia, and Puerto Rico each have a State facilitator project that links the education programs

with the local schools interested in adopting them. The Private School Facilitator project also serves the Nation's private schools in all the above program areas.

Improvement Strategies

As a result of a recent evaluation, State facilitators are responsible for arranging the selection and training of local facilitators for the programs adopted by educational institutions. The local facilitators are to serve as a resource to provide ongoing assistance to assure that the educational institutions receive the administrative support and followup required for a smooth adoption. Local facilitators will also assist with institutionalizing the program and expanding it throughout the schools and districts (III.2).

Program Administration

Project and facilitator grants are awarded competitively and may last as long as 5 years, depending on performance and availability of funds. Contracts are also awarded competitively to (1) provide technical assistance to NDN grantees and to identify and assess promising practices and (2) to support the Program Effectiveness Panel, which verifies the effectiveness of programs participating in the NDN (III.1).

Outcomes

Those who have adopted NDN programs reported in 1982 that the benefits of adoption were substantial. These results were being achieved at costs that were modest compared with those of many Federal demonstration programs (III.2).

III. SOURCES OF INFORMATION

1. Program files

2. A. Michael Huberman, David Crandall, et al., The Study of Dissemination Efforts Supporting School Improvement, Vols. I-X (Andover: The Network Inc., 1982).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Lee Wickline, (202) 357-6134

Program Studies : Audrey Pendleton, (202) 732-3630

SECRETARY'S DISCRETIONARY PROGRAM
FOR MATHEMATICS, SCIENCE, COMPUTER LEARNING, AND
CRITICAL FOREIGN LANGUAGES
(CFDA No. 84.168)

I. PROGRAM PROFILE

Legislation: Education for Economic Security Act, P.L. 98-377, Section 212, as amended by the Hawkins-Stafford Elementary and Secondary Improvement Amendments of 1988, Dwight D. Eisenhower Mathematics and Science Education Act, Title II, Part A, P.L. 100-297 (20 U.S.C. 2992) (expires September 30, 1993).

Purpose: This program provides support for projects designed to improve the quality of teaching and instruction in mathematics, science, computer learning, and critical foreign languages.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1985	\$ 9,900,000
1986	3,875,000
1987	7,200,000
1988	10,771,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The program serves elementary and secondary school students and teachers.

Serviceso Mathematics and Science

The major emphasis of the 1988 program was teacher training. Twenty-nine projects were supported through the Secretary's Discretionary Program to increase teachers' knowledge and understanding of mathematics and science for historically underserved and underrepresented populations at the elementary and secondary school levels. A majority of the projects were collaborative programs among school districts, universities, science museums, and the business community. Funding was also provided for the television series "Square One" and "3-2-1 CONTACT".

o Technology Education

In 1988, programs were supported to familiarize teachers and administrators with outstanding examples of the uses of technology for educational instruction in mathematics, science, computer learning, and critical foreign languages. A total of 11 grants were funded.

o Critical Foreign Languages

In 1988, 23 projects were supported to allow colleges and universities to conduct workshops on new and better methods for teaching foreign languages to students in kindergarten through eighth grade. Many of the projects will help teachers make better use of materials, including video tapes, in foreign language instruction.

o Program Evaluation

Discretionary program funds are being used to support a 2-year national study of the EESA Title II State grants program. The study began in October 1988 and will be completed in September 1990. Discretionary funds were also used to support a small-scale study completed in 1988 which examined Title II programs for gifted and talented disadvantaged students.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Daniel Schecter, (202) 732-3566

Program Studies : Joanne Wiggins, (202) 732-1958

LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT
(CFDA No. 84.178)

I. PROGRAM PROFILE

Legislation: The Higher Education Act, P.L. 89-329, as amended by P.L. 99-498, Title V, Section 501(a) in part (20 U.S.C. 1109a-1109d) and by Section 16 of P.L. 100-50 (expires September 30, 1991).

Purpose: The Leadership in Educational Administration Development program (LEAD) provides funding for the establishment or operation of State training and technical assistance centers to upgrade the leadership skills of elementary and secondary school administrators. Projects focus on leadership, management, problem solving, goal setting, instructional analysis, communication, time management, and budgetary skills.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1986	\$7,176,000
1987	7,177,000
1988	8,222,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

These centers have served approximately 100,000 school administrators--including superintendents, principals, assistant principals, and other central office and building administrators.

Services

Training and assistance are provided in the areas of data collection and analysis; training programs, consultation, and technical assistance to school districts, schools, and administrators; and information dissemination.

Program Administration

Federal funds are awarded on a competitive basis to support one LEAD center in each State, the District of Columbia and the Pacific and Caribbean Insular Areas with equal funding for each center. Grants are for a period of 3 years with the possibility of a 3-year extension at a reduced level of Federal funding. Each center is required by statute to provide matching funds in amounts equal to the Federal grant. Many grantees are consortia or collaborative activities involving two or more organizations. Among the organizations providing services are State departments of education (25), colleges and universities (14), administrator or education associations (12), non-profit organizations (3), local educational agencies (2), and area service agencies (1).

Outcomes

The performance reports included with the centers' continuation applications show generally high levels of satisfaction with services. Participants indicate that they intend to apply new skills on the job or to upgrade their skills. Project reports also note that they have established coalitions of State organizations that are promoting 1) greater communication across the education community and 2) greater coherence in training and development programs.

Several centers have developed new, research-based training curricula, leadership diagnostic instruments, resource guides, and similar materials to support leadership training. Others have conducted statewide surveys of administrator training needs, career development paths, resource availability, and other issues pertinent to administrator development. Formal assessment centers have been introduced or expanded in several states.

III. SOURCES OF INFORMATION

Program files, grant applications, continuation applications and performance reports, and project evaluations.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Hunter N. Moorman, (202) 367-6116

Program Studies: Gerald Bushee, (202) 732-1958

DRUG-FREE SCHOOLS AND COMMUNITIES
TRAINING AND DEMONSTRATION GRANTS
(CFDA NO. 84.184A)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part C, Section 5131, Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3211) (expires September 30, 1993).

Purpose: To provide assistance to institutions of higher education for projects that provide preservice or inservice training or curriculum demonstrations in prevention of drug and alcohol abuse for use in elementary and secondary schools.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$7,780,000
1988	\$8,169,000

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Services

Services include preservice and inservice teacher training, the development of drug-free prevention and education activities in schools, and the dissemination of demonstration program information. In FY 1988, the Department of Education funded 42 grants at an average cost of \$193,000.

Examples of funded projects include--

- o a comprehensive drug education training program for police academy cadets in New York;
- o a training program for school attendance officers to work with parents to recognize drug problem in students in Mississippi; and
- o a training program in drug education and prevention for law officers working with Indian students in South Dakota.

Program Administration

The program is operated as a grants competition. Projects are administered by institutions of higher education. Projects, which are funded for up to 2 years, began on May 1, 1988. The awards spanned 23 States and Guam.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

The Department of Education has contracted for a study of the final reports for FY 1987 projects to examine their evaluation process and outcomes. The study will analyze common themes, procedures, and evaluation measures across the funded projects.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen King, (202) 732-4599

Program Studies : Elizabeth Farquhar, (202) 732-1958

DRUG-FREE SCHOOLS AND COMMUNITIES
FEDERAL ACTIVITIES GRANTS
(CFDA NO. 84.184B)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part C, Section 5132, Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3212) (expires September 30, 1993).

Purpose: To provide assistance to State education agencies, local education agencies, institutions of higher education, and nonprofit organizations, to support drug and alcohol abuse education and prevention activities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation^{1/}</u>
1987	\$4,993,000
1988	\$4,855,000

1. These amounts include only the Federal Activities discretionary grants program. Additional funds were appropriated for other Federal activities such as the Drug-Free Schools Recognition Program, under Title V, Part C, Section 5132, of P.L. 100-297.

II. FY 1988 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Grants support projects that serve students through the schools and through communitywide efforts.

Services

Services include the development and implementation of comprehensive drug education and prevention programs. Activities feature model development, dissemination, technical assistance, and curriculum development. In FY 1988, the Department funded 43 grants at an average cost of about \$112,000 (III.1).

Among the funded projects are--

- o a model cooperative drug prevention program involving the police department, a medical center, and the State education department in Hawaii; and
- o a communitywide early intervention effort in Minnesota.

Outcomes

Research suggests that comprehensive drug prevention programs hold the most promise for preventing drug use by young people. Such programs involve coordinated efforts among the school, parents, youth, and the community (III.2).

Program Administration

The program is operated as a grants competition. Projects are administered by State education agencies, local education agencies, institutions of higher education, and nonprofit organizations. Projects, which are funded for up to 18 months, began on July 1, 1988. The awards spanned 16 States.

III. SOURCES OF INFORMATION

1. Program files.
2. U.S. Department of Education, Report to Congress and the White House on the Nature and Effectiveness of Federal State, and Local Drug Prevention/Education Programs, October 1987.

IV. PLANNED STUDIES

The Department of Education has contracted for a study of the final reports for FY 1987 projects that will examine their evaluation process and outcomes. The study will analyze common themes, procedures, and evaluation measures across the funded projects.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen J. King, (202) 732-4599

Program Studies : Elizabeth Farquhar, (202) 732-1958

APPENDIX

EVALUATION CONTRACTS ACTIVE IN OPBE DURING

FISCAL YEAR 1988

Evaluation Contracts Active in OPBE
During Fiscal Year 1988

FY	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
ELEMENTARY AND SECONDARY EDUCATION DIVISION						
1985	\$899,929	Operation of ECIA Chapter	Educational Testing Service	01-Oct-88	30-Sept-88	Essl
1986	\$892,078	1 Technical Assistance	Princeton, New Jersey			
1987	\$899,945	Center, Region 1, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	300-85-195			
1985	\$899,937	Operation of ECIA Chapter	Advanced Technology	01-Oct-85	30-Sept-88	Essl
1986	\$892,877	1 Technical Assistance	Indianapolis, Indiana			
1987	\$899,971	Center, Region 2, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	300-85-0196			
1985	\$899,907	Operation of ECIA Chapter	Educational Testing Service	01-Oct-85	30-Sept-88	Essl
1986	\$892,707	1 Technical Assistance	Princeton, New Jersey			
1987	\$900,002	Center, Region 3, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	300-85-0197			
1985	\$900,000	Operation of ECIA Chapter	Northwest Regional Laboratory	01-Oct-85	30-Sept-88	Essl
1986	\$918,135	1 Technical Assistance	Portland, Oregon			
1987	\$939,958	Center, Region 4, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	300-85-0198			
1988	\$591,994	Operation of ECIA Chapter	RMC Research Corporation	01-Oct-88	30-June-91	Essl/ Bushee
		1 Technical Assistance	Hampton, New Hampshire			
		Center, Region A, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	LC88 23001			

1988	\$591,994	Operation of ECIA Chapter 1 Technical Assistance Center, Region B, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	Advanced Technology Indianapolis, Indiana LC88 23002	01-Oct-88	30-June-91	Essl/ Hardcastle
1988	\$411,994	Operation of ECIA Chapter 1 Technical Assistance Center, Region C, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	Educational Testing Service Atlanta, Georgia LC88 23003	01-Oct-88	30-June-91	Essl/ Hardcastle
1988	\$411,994	Operation of ECIA Chapter 1 Technical Assistance Center, Region D, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	Research and Training Associates, Inc. Overland Park, Kansas LC88 23004	01-Oct-88	30-June-91	Essl/ Bushee
1988	\$411,994	Operation of ECIA Chapter 1 Technical Assistance Center, Region E, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	RMC Research Corporation Littleton, Colorado LC88 23005	01-Oct-88	30-June-91	Essl
1988	\$411,994	Operation of ECIA Chapter 1 Technical Assistance Center, Region F, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	RMC Research Corporation Mountain View, California LC88 23006	01-Oct-88	30-June-91	Essl
1988	\$1,536,201	A Study of Academic Instruction for the Disadvantaged, to examine curriculum and instruction provided by disadvantaged schools in Chapter 1 and the regular school program relative to more disadvantaged schools.	SRI International Washington, D.C. LC88 054001	01-Oct-88	31-Dec-91	Essl/ Chelemer

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1987 1988	\$175,000 \$ 56,231	Synthesis of Available Research and Databases on the Chapter 1 Migrant Education Program	Applied Sytems Institute Washington, D.C. 300-87-0161	01-Oct-87	31-Aug-88	English
1987 1988	\$250,000 \$13,493	Case Studies of Effective Educational Practices for Chapter 1 Migrant students	Development Associates Arlington, Virginia 300-87-0133	01-Oct-87	30-Sept-89	English
1988	\$750,000	A Descriptive Evaluation of the Chapter 1 Migrant Education Program to examine participation services, and administration of the Migrant Education program nationwide.	RTI, Inc. Research Triangle Park North Carolina LC88 025001	01-Oct-88	30-Sept-91	English
1987 1988	\$750,000 \$237,055	National Study of the ECIA Chapter 1 Neglected or Delinquent program, to obtain information on program operations, adminstration and effectiveness.	Westat, Inc. Rockville, Maryland 300-87-0124	01-Oct-87	30-Sep-90	Hardcastle
1985 1986 1987	\$124,551 \$476,859 \$214,343	Bilingual Evaluation Models, to develop, field test and refine procedures and materials for evaluating the impact on achievement of LEA projects funded under Title VII, ESEA (Bilingual Education).	SRA Technologies, Inc. Mountain View, California 300-85-0140	08-Jul-85	08-Feb-88	English
1987	\$123,752	A Case Study of Disadvantaged School Districts Serving High Ability Students in Mathematics, Science and Foreign Languages.	Cosmos Corp. Washington, D.C. 300-87-0152	01-Oct-87	15-Nov-88	Kirschenbaum
1988	\$743,237	A Study of the ESEA Title II Program to describe and evaluate the mathematics and science instructional improvement grant program using mail surveys and case studies.	SRI International Menlo Park, California LC88 029001	01-Oct-88	30-Sept-90	Wiggins
1988	\$538,358	Study of Implementation of the Drug-Free Schools and Communities Act, State and Local Programs.	RTI, Inc. Research Triangle Park North Carolina LC88 028001	01-Oct-88	30-Nov-90	Farquhar

1988	3644.773	Profiles of Child Care Settings, to describe licensed/regulated child care with emphasis on programs for preschool and disadvantaged children.	Mathematica Policy Research, Inc. Princeton, New Jersey LC88 090001	01-Oct-88	28-Feb-91	Farquhar
1988	3746.660	Study of Transition/Parent Involvement Programs, to examine ways to retain the benefits of early childhood education for disadvantaged children. Surveys and case studies of promising practices will be used to analyze ways to ease the transition between preschool and elementary school and to involve parents.	RMC Research Corporation Hampton, New Hampshire LC88 089001	30-Sept-88	31-March-91	Farquhar
1986	3888.698	Data analysis and	Decision Resources Corp.	20-May-86	28-Feb-88	Coates
1987	3790.000	technical support, to	Washington, D.C.			
1988	3791.398	provide on-call processing and education analysis capability. The major tasks involve compiling data bases and performing data analysis or simulations, organizing and displaying information for use by the Department, and producing technical papers and reports.	300-86-0094			
1985	3273.527	Data analysis support	Policy Studies Associates	23-Sept-85	22-Sept-88	Essel
1986	\$1,114,821	contract to carry out data	Washington, D.C.			
1987	3371.831	gathering and analytic	300-85-0103			
1988	3530.283	work on high-priority and emerging educational concerns.				

POSTSECONDARY EDUCATION DIVISION

1984	\$130,000	The Higher Education Surveys each	Westat Research Corp.	01-Oct-85	30-Sep-90	Berls
1985	\$140,000	year provide the Department with	Rockville, Maryland			
1986	\$0	two policy-relevant, quick response	(Funds transfer to NSF)			
1987	\$52,000	surveys from a sample of institutions				
1988	\$262,210	of higher education. (Supported by ED, NSF, and NEH.)				
1985	\$300,000	Technical support for planning and	Applied Systems Institute, Inc.	18-Apr-88	17-Apr-89	Morrissey
1986	\$65,000	analysis of postsecondary programs,	Washington, D.C.			
1987	\$148,000	to provide the Department with a	LC 88 084001			
1988	\$98,512	Postsecondary Data Library and development of a Family Financial Planning Model.				
1987	\$328,742	The College Cost Containment Project consists of three studies of various methods of reducing the cost of higher education.	Cresap, McCormick and Paget Washington, D.C. 300-87-0127	01-Oct-87	31-Dec-88	Senschal
			Harford Community College Bel Air, Maryland 300-87-0128	01-Oct-87	31-Nov-88	
			The Washington Library Consortium Washington, D.C. 300-87-0126	01-Oct-87	31-Mar-89	
1988	\$62,699	The Default Data Analyses project provides software and documentation for institutional default analyses and provides analyses of lender default rates in support of default policy analysis.	National Governors' Association FFIS 444 N. Capitol Street Washington, D.C. 20001 LC 88 078001	01-Feb-88	30-Sep-88	Greene
1988	\$267,797	The Cross Program Model will provide the Department with the capability of estimating the future cost of the Title IV student financial aid programs and determining how these costs will change, given changes in the governing regulations and legislation, economic and demographic conditions, and institutional and individual behaviors.	Decision Resources Corporation Washington, D.C. LC 88 084001	01-Oct-88	30-Sep-89	Goldenberg
1988	\$216,669	The NPSAS Analysis study will provide technical and analytic support in the use of NPSAS data to analyze policy issues regarding postsecondary programs.	Pelavin Associates, Inc. Washington, D.C. LC 88 001001	01-Oct-88	30-Sep-91	Maxwell

1987	989,319	A study of the factors affecting minority group enrollment in postsecondary education.	Pelavin Associates, Inc. Washington, D.C. 300-85-0184	30-Apr-88	30-Sep-88	Berle
1987	9209,975	Studies analyzing trends	Pelavin Associates, Inc. 300-85-0184	22-Apr-88	22-Feb-89	Goldenberg
1988	8199,185	in college costs in support of a Congressionally-mandated study on college costs due in 1990.				
1988	974,846	A study analyzing the effect of financial aid on student choices.	Pelavin Associates, Inc. 300-85-0184	06-May-88	30-Mar-89	Goldenberg
1988	999,728	A study analyzing the effect of Government subsidies on student outcomes.	Pelavin Associates, Inc. 300-85-0184	24-Dec-87	19-Aug-88	Goldenberg
1987	884,614	A study analyzing the Federal return on the investment in student aid.	Pelavin Associates, Inc. 300-85-0184	30-Sep-87	05-Oct-88	Goldenberg
1988	929,722	The "Study of Pell Grants for Less Than Half-time Students" will assess the costs of providing Pell eligibility for students enrolled on a less than half-time basis, as mandated by Congress.	Pelavin Associates, Inc. 300-85-0184	01-Jun-88	30-Sep-88	Greene
1988	924,790	The "Special Programs for Students from Disadvantaged Backgrounds: A Review of the Research Literature" will review and summarize recent relevant research literature on the effectiveness of these programs (e.g., Upward Bound, Special Services)	Pelavin Associates, Inc. 300-85-0184	01-Jun-88	01-Dec-88	Greene
1988	949,750	The "Study of Years 1 and 2 of the ICL Demonstration Project" will evaluate the initial implementation of the ICL program at the ten participating institutions and will begin a longitudinal evaluation of the repayment experience of the ICL borrowers.	Pelavin Associates, Inc. 300-85-0184	24-Feb-88	30-Sep-88	Morrissey
1987	959,294	The "Analysis Pertaining to Howard University" will analyze various aspects of the University as part of ED's efforts to develop a strategy for long-term institutional financial independence.	Pelavin Associates, Inc. 300-85-0184	30-Sep-87	30-Jun-88	Greene

MULTILEVEL AND SPECIAL POPULATIONS DIVISION

1985	\$474,043	The data processing and analysis center synthesizes findings of pertinent past and current research and evaluation studies; analyzes existing relevant and complex data bases; develops models; conducts case studies; and performs literature searches and reviews.	Pelavin Associates, Inc. Washington, D.C. 300-83-0184	01-Oct-83	30-Sep-89	Rhett
1986	\$548,418					
1987	\$1,218,828					
1988	\$1,331,387					
1984	\$534,000	A study of recent trends in the Vocational Rehabilitation Program's caseloads and placement patterns.	Ecosometrics, Inc. Bethesda, Maryland 300-84-0280	01-Sep-84	30-Jan-87	Kirschenbaum
1985	\$81,000			Cancelled	31-Oct-87	
1985	\$438,795	Analysis of rehabilitation services in the proprietary sector: a study to identify and analyze factors contributing to the rapid growth of private sector rehabilitation services.	Berkeley Planning Asso. Berkeley, California 300-85-0141	01-Jul-85	29-Apr-88	Kirschenbaum
1987	\$9,441					
1988	\$0	Public Opinion Polling on issues in education.	S.W. Morris & Co., Inc. Chevy Chase, Maryland 300-87-0122	25-Aug-87	25-Aug-90	Kirschenbaum
1988	\$295,000	A study of the use of volunteers in the classroom, which will examine current trends, identify and visit exemplary projects.	National Academy of Sciences Washington, D.C. LC88 061001	01-Jan-88	30-Jun-89	Kirschenbaum
1983	\$800,000	Description and longitudinal survey of immersion programs for bilingual education students.	Aguirre International San Mateo, California 300-87-0136	01-Oct-83	30-Mar-89	Baker
1984	\$500,000					
1985	\$725,000					
1986	\$475,000					
1987	\$809,000					
1988	\$300,000					
1986	\$498,649	A planning study to develop alternative designs for an impact study of vocational rehabilitation programs.	Berkeley Planning Asso. Berkeley, California 300-86-0115	30-Sep-86	30-Jan-89	Baker
1987	\$499,963					
1988	\$129,058	Evaluation of the Territorial Teacher Training Assistance Program.	Research and Evaluation Associates, Inc. Chapel Hill, North Carolina LC88 020001	01-Sep-88	31-May-89	Barnes
1984	\$136,394	Examination of the state of the art of methods used to identify students for eligibility for bilingual education programs.	Pelavin Associates Washington, D.C. 300-84-0268	30-Sep-84	30-Nov-87	Baker
1985	\$225,000					
1986	\$27,406					

1985	\$800,000	A survey of the attitudes and	Educational Testing Service	30-Sep-85	30-Jun-88	Baker
1986	\$194,822	educational preferences of parents of several groups of language minority children.	Princeton, New Jersey 300-85-0208			
NATIONAL ASSESSMENT OF VOCATIONAL EDUCATION						
1985	\$160,976	A study of State and local planning for,	E.H. White Company	30-Sep-85	30-Nov-87	Muraskin
1986	\$187,020	and early implementation of, the Carl D.	Washington, D.C.			
1987	\$3,590	Perkins Vocational Education Act.	300-85-0166			
1987	\$1,259,861	The vocational education support and	Decison Resources Corp.	30-Dec-86	30-Dec-88	Wirt/Meyer
1988	\$1,868,832	analysis center conducts studies and analyses which provide information to help meet the mandated requirements of the National Assessment.	Washington, D.C. 300-87-0019			
1987	\$430,000	A study of how States and school districts	Abt Associates, Inc.	30-Jun-87	30-Dec-88	Muraskin
1988	\$239,131	have responded to the requirements of the Carl D. Perkins Vocational Education Act.	Cambridge, Massachusetts 300-87-0106			
1987	\$200,000	A descriptive study of vocational education	Development Associates, Inc.	30-Sep-87	30-Sep-88	Muraskin
1988	\$44,549	programs for adults of limited-English- speaking abilities.	Arlington, Virginia 300-87-0123			
1987	\$248,986	A comparative study of vocational education programs at selected postsecondary institutions.	Industrial Tech. Institute Ann Arbor, Michigan 300-87-0126	30-Sep-87	30-Sep-88	Goodwin

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